

STANDARDS FOR CLINICAL PASTORAL EDUCATION

November 2024

**ASSOCIATION FOR SUPERVISED AND
CLINICAL PASTORAL EDUCATION IN
VICTORIA INC. (ASACPEV INC.)**

(Formally known as ASPEA Inc.)

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0. Introduction to Spiritual/Pastoral Care and Reflective practice

This course is an introduction to Spiritual/Pastoral care and reflective practice based on the philosophy and methodology of Clinical Pastoral Education (CPE) which is the foundation for education and formation of people working in Spiritual/Pastoral Care.

Note: this introductory course is not sufficient to meet the criteria for membership of Spiritual Care Australia.

(<https://www.spiritualcareaustralia.org.au/membership/become-an-sca-member/Join-Us/>)

0.1 Programme Rationale

This course has been developed for people drawn to spiritual / pastoral care, and particularly those currently offering spiritual / pastoral care in a voluntary or ministry capacity who seek to receive training in reflective practice. It is designed to assist discernment of a person's readiness to undertake a Clinical Pastoral Education unit.

0.2 Requirements and Assessment

This course is founded in a relational small group learning environment, based on the development of mutual trust, respect, openness and challenge. A Clinical Pastoral Educator or Consultant (or provisional supervisors at these levels) is authorised to coordinate, plan and conduct this course. The Coordinator will determine a participant's satisfactory completion of this introductory course.

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

- 0.2.1** Each course will be conducted under the authority of an Accredited CPE Centre and co-ordinated by a Clinical Pastoral Educator or a Clinical Pastoral Education Consultant (or provisional supervisors at these levels.)
- 0.2.2** This introductory course will normally consist of no fewer than 4 students/participants and usually no more than 8 students/participants.
- 0.2.3** Should a coordinator or supervisor contracted to the course withdraw, the CPE Centre Director will be responsible for ensuring the course continues.

0.3 Required hours

- 0.3.1** The course involves a minimum of 45 hours of face to face group work (in person and/or on line.)
- 0.3.2** Students are required to engage in spiritual/pastoral practice (via employment, placement, voluntary role or peer to peer encounters.)

0.4 Required presentations

- 0.4.1** A reflective report on a spiritual/pastoral care encounter (1000 words)
- 0.4.2** A reflection on course reading as prescribed by course co-ordinator (500 words)
- 0.4.3** A reflective report on their experience of the course (1000 words)
- 0.4.4** Journaling
- 0.4.5** Verbal report of “my story”

0.5 The following are guidelines for CPE Centre Directors in consultation with the course coordinator

Participants will be deemed to have satisfactorily completed this introductory course when the Centre Director is satisfied that they have:

- 0.5.1** Met attendance expectations
- 0.5.2** Completed the requirements as per 0.4
- 0.5.3** Demonstrated an emerging capacity to engage in action/reflection practice within their spiritual care encounter/s and group experience

0.6 Competencies

This introductory course seeks to develop the following dimensions of experiential learning:

0.6.1 Spiritual/Pastoral Care Practice

Demonstrates an emerging capacity to:

- 0.6.1.1** Appreciate and engage positively with individual, cultural, spiritual/theological and social diversity
- 0.6.1.2** Listen actively and respond reflectively
- 0.6.1.3** Understand the role and boundaries of spiritual/pastoral care practice

0.6.2 Reflective Practice

Demonstrates an emerging capacity to:

- 0.6.2.1** Reflect in writing (or by a means appropriate to the student’s/participant’s culture and language ability) on their spiritual/pastoral care practice and its effect on others
- 0.6.2.2** Engage in reflective conversation about their spiritual/pastoral care practice with peers and supervisor

- 0.6.2.3 Articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their spiritual/pastoral care practice
- 0.6.2.4 Reflect upon relationships with their peers and supervisors and name the ways these relationships impact on self
- 0.6.2.5 Engage in self and peer supervision, i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their supervisor and peer group
- 0.6.2.6 Reflect on the ethical considerations associated with spiritual/pastoral care
- 0.6.2.7 Explore how the insights gained from reflection on spiritual/pastoral care encounter/s can influence any subsequent practice
- 0.6.2.8 Reflect upon spiritual/pastoral care experiences within a spiritual/theological framework
- 0.6.2.9 Consider and discern one's calling to work in the spiritual/pastoral care area.

1. Foundational Clinical Pastoral Education Unit (Level 1)

1.1 Programme Rationale

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

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

1.2 Requirements and assessment

Foundational to the CPE process is a relational learning environment, based on the development of mutual trust, respect, openness and challenge. A Clinical Pastoral Educator or Consultant (or provisional 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.

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

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

- 1.2.1** Each CPE unit must be under the authority of an Accredited CPE Centre and co-ordinated by a Clinical Pastoral Educator or Provisional Clinical Pastoral Educator or a Clinical Pastoral Education Consultant or provisional Clinical Pastoral Education Consultant.
- 1.2.2** A CPE unit shall normally consist of no fewer than 4 students/participants and usually no more than 6 students/participants (however circumstances may warrant exceptions to this norm e.g. 3 students/participants if insisting on 4 could mean that a unit may never become available for those applicants; or 8 students/participants if the Course Co-ordinator has the assistance of additional supervisors.)

- 1.2.3 A course Coordinator working alone will supervise no more than five (5) CPE participants
- 1.2.4 A provisional Clinical Pastoral Supervisor may supervise up to three (3) participants.
- 1.2.5 The course continues if it loses participants during the programme. If the number of participants is reduced to two (2) it is recommended that the course coordinator looks beyond the programme to provide broad peer support and/or consult with another Centre to provide a broader peer experience.
- 1.2.6 Where a group 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 ASACPEV to provide supervisory and financial assistance.

The following standards provide the 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 spiritual/pastoral care practice. This includes at least:

- 1.3.1 ten hours of individual supervision
- 1.3.2 a minimum of ninety hours of group supervision
- 1.3.3 **two hundred** hours in a clinical placement of which 100 hours is the actual practice of spiritual/pastoral care which is directly attributable to a person or people. This can include preparing for the visit, any referral processes and formal documentation. This actual practice of spiritual/pastoral care primarily occurs in the pastoral conversation and engagement with individuals and groups. It is the responsibility of each CPE participant to keep and provide for their supervisor a record showing the time they spent in actual spiritual/pastoral care practice (In some centres this information is available to the supervisor through the data management system.)

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

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

1.4 Required Presentation

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

- 1.4.1** a minimum of eight reports of spiritual/pastoral care practice
- 1.4.2** learning goals statement (mutually acceptable to the student/participant and the Supervisor)
- 1.4.3** a presentation that names and explores their own theological/spiritual understanding and how their understanding informs/impacts the spiritual/pastoral care they offer
- 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 and supervisor feedback in the learning group.

Requirements 1.4.1 to 1.4.5 are to be presented in the learning group. (NB the course co-ordinator will determine the number of reports from 1.4.1 to be presented in group) The remaining requirements will be presented for written supervisory annotation and 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 spiritual/pastoral care practice, individual and peer group supervision as set out in 1.3 and fulfilled the written requirements as set out in 1.4
- 1.5.2** established a contract with the individual centre and fulfilled its requirements so that both participant and Centre Director are clear about issues of authorisation and accountability
- 1.5.3** identified and worked towards strategic learning goals mutually acceptable to the participant and the supervisor
- 1.5.4** a growing capacity to critically reflect upon their experience of providing spiritual/pastoral care

1.6 Competencies of Foundational CPE

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

1.6.1 Professional Spiritual/pastoral Care Practice

Demonstrates the capacity to:

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

1.6.2 Reflective Practice

Demonstrates the capacity to:

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

1.6.3 Informed Practice

Demonstrates the capacity to:

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

1.6.4 Evolving Practice

Demonstrates the capacity to:

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

2. Special Focus Clinical Pastoral Education Unit

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

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 CPE Special Focus Unit must be negotiated with the CPE 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.

2.2 Unit Sequence

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

2.3 Competencies of a CPE Special Focus Unit

A CPE Special Focus unit requires students/participants to demonstrate the following competencies:

- 2.3.1** development of learning goals which identify learning edges in a specialist area
- 2.3.2** demonstrate the ability to initiate, develop and conclude spiritual care interactions in the specialist area
- 2.3.3** identify and respond to a person's spiritual needs and resources in their specific context
- 2.3.4** demonstrate a sustained capacity to engage with inter-disciplinary staff within the specialist context
- 2.3.5** reflect upon their experience of spiritual/pastoral care in writing with a group of peers and with their supervisor
- 2.3.6** articulate an understanding of spiritual and theological frameworks in their encounters
- 2.3.7** demonstrate how the insights gained from theological/spiritual reflection can be incorporated into current and future spiritual/pastoral care practice
- 2.3.8** articulate their identity and style of practice as a spiritual/pastoral carer appropriate to the specialist area

2.4 Requirements and Assessment

2.4.1 The CPE student/participant will complete all the requirements of a Foundational CPE unit as stated in Standard 1.3 and 1.4

2.4.2 The candidate will write a 1500 word essay based on the case study completed in the course and related to the special focus context in which the placement was undertaken. The essay will draw on a single case or a number of cases in a manner which shows integration of theology/spirituality with the spiritual/pastoral care practice offered in the special focus context.

The assignment combines two elements:

Part A comprises of the case study (2500 words)

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

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

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

3. Advanced Clinical Pastoral Education (Level 2)

Advanced CPE requires of an applicant a heightened level of personal awareness, spiritual/pastoral formation and professional competency and may include the intention to seek professional development in a spiritual/pastoral specialisation.

Certification of a Unit of Clinical Pastoral Education at Advanced Level recognises that the candidate is competent to engage in spiritual/pastoral care practice that is informed by the experiential cycle of learning. The four phases of this cycle include professional practice, reflective practice, pastoral and theological/spiritual conceptualisation, and active experimentation.

Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational CPE unit(s). To reach this level may require a number of units at Foundational level (Level 1) before acceptance into an Advanced level (Level 2) unit. Acceptance into an Advanced Level Unit is dependent on evidence of a developing capacity to fulfil the following and will be negotiated with your Supervisor and Centre Director.

Candidates seeking this level of accreditation need to demonstrate the development of a clear spiritual/pastoral care identity, be competent in spiritual/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 an Advanced Level CPE Unit.

3.1 Pre-requisites

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

3.1.2 The intention to undertake an Advanced Level 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 Advanced Level 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 an Advanced Level unit.

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

3.2 Requirements and assessment

To complete an Advanced Level 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 3.7.

Competencies of an Advanced Level CPE Unit

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

3.3 Professional Practice Demonstrates the capacity to:

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

3.4 Reflective Practice

Demonstrates the capacity to:

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

- 3.4.3 identify and articulate a preferred spiritual/pastoral care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative spiritual/pastoral care styles and interventions
- 3.4.4 reflect on the ethical considerations associated with spiritual/pastoral care and function ethically as a spiritual/pastoral care practitioner

3.5 Informed Practice

Demonstrates the capacity to:

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

3.6 Evolving Practice

Demonstrates the capacity to:

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

3.7 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 Advanced 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:

- 3.7.1 a brief statement of request to the Committee
- 3.7.2 a report of a spiritual/pastoral care conversation or engagement that includes verbatim evidence, resources used with a person or persons, any ritual used, and an evaluation of the spiritual/pastoral care given
- 3.7.3 a comprehensive case study and evaluation of spiritual/pastoral care practice with one particular person or family; or the development of a spiritual/pastoral theme over a number of encounters
- 3.7.4 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 spiritual/pastoral care practice
- 3.7.5 Final Evaluation for the CPE Unit
- 3.7.6 ***Appendix***
 - 3.7.6.1 Final Evaluations of other CPE Units
 - 3.7.6.2 An updated autobiographical statement, including an account of the candidate's spiritual journey and development
 - 3.7.6.3 A copy of this document (Advanced CPE Guidelines)
 - 3.7.6.4 When the Candidate has conducted their clinical practice in a context other than the Centre, a letter of support from their Pastoral Administrator

3.8 Advanced 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 by undertaking this Advanced 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.

- 3.8.1 The Committee shall consist of:
 - 3.8.1.1 the Candidate's supervisor
 - 3.8.1.2 two ASACPEV Inc. Supervisors in addition to the Candidate's supervisor (with a maximum of one Provisional Clinical Pastoral Supervisor), one of whom to be from a different CPE Centre
 - 3.8.1.3 a representative from the Candidate's practical placement (NB a CPE supervisor may fulfil this role)

- 3.8.1.4 a representative from the Candidate's spiritual tradition (NB a CPE supervisor may fulfil this role)
- 3.8.2** 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; professional practice, reflective practice, informed practice; and evolving practice as outlined in the Objectives for an Advanced CPE Unit.
- 3.8.3** It is recommended that an honorarium of sixty dollars (\$60) be paid by the Centre to each member of the Committee to cover travelling and any out-of-pocket expenses. Centres may apply to the John Paver Fund for support with these payments if needed.

4. Accreditation for Supervisory Responsibilities for Clinical Pastoral Supervisor (Level 1)

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

ASACPEV Inc. supervisory education is based on experiential education. In order to gain accreditation at each of the three levels of supervision Supervisors function 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(R&C) Committee of ASACPEV. The first level of accreditation is that of Clinical Pastoral Supervisor and Standard 4 provides a detailed account of the process to be undertaken if you decide to proceed down this path.

A Clinical Pastoral Supervisor is responsible for the individual supervision of a selection of candidates who are undertaking CPE in a CPE unit coordinated either by the CPE Centre Director or the Director's delegated Course Coordinator. Those able to co-ordinate a CPE Unit are provisional or accredited Clinical Pastoral Educators (Level 2) or Consultants (Level 3). The provisional or accredited Clinical 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 Clinical 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 Clinical Pastoral Supervision training.

Those seeking to begin Clinical Pastoral Supervisory training will have demonstrated their identity as a spiritual/pastoral care practitioner and competency in the practice of spiritual/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 Clinical Pastoral Supervisory level is to assist the candidate to gain a sense of supervisory identity and competency. We welcome your interest in Clinical Pastoral Supervision and encourage you to follow up your interest through discussions with your Centre Director.

Registration and Certification Committee 2021

4.1 Prerequisites for entry to Provisional Pastoral Supervisor

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

- 4.1.1** been admitted as a general member of ASACPEV Inc. 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
- 4.1.2** A written statement from a person who has significant responsibility in the candidate's community and who can attest to:
- a) the candidate's good character
 - b) the presence of a positive religious, spiritual, philosophical or values based spirituality as demonstrated through the candidate's community responsibilities, activities and contribution
- 4.1.3** 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 Advanced level. Candidates may request equivalency from other tertiary studies involving group and individual supervised spiritual/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.
- 4.1.4** completed a unit of CPE within three years of application, or be actively employed as a spiritual/pastoral carer and receiving regular professional supervision, or be actively involved in the Executive or a Committee of the Association
- 4.1.5** completed or actively working towards a Bachelor or post graduate award in a discipline that is relevant to spiritual/pastoral care and supervision, e.g. theology, counselling, psychology, spiritual care, etc.
- or**
- completed study in the candidate's chosen philosophy, spirituality or religious tradition that is equivalent to two or more units of a Bachelor Degree.
- or**
- actively engaged in further studies to assist their spirituality and/or supervisory practice that will be equivalent to two or more units of a Bachelor Degree
- 4.1.6** 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 Clinical Pastoral Supervisors
- 4.1.7** read and have acknowledged in writing that they have understood and are committed to the ASACPEV Inc. Code of Ethics

- 4.1.8** 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
- 4.1.9** met with a “Readiness to Commence Supervisory Training Committee” and gained in writing the recommendation that they are “ready to begin as a Provisional Clinical Pastoral Supervisor”

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

4.2.1 **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:**

4.2.1.1 the Candidate’s Centre Director or delegated representative, who will chair the Committee

4.2.1.2 Where possible at least two ASACPEV Inc. provisional or accredited Clinical Pastoral Educators (Level 2) or Clinical Pastoral Education Consultants (Level 3) at least one of whom is from another CPE Centre

and

4.2.1.3 Where possible at least two Clinical Pastoral Supervisors (Level 1) one of whom may be provisional and at least one of whom is from another CPE Centre

4.2.2 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.

4.2.3 The candidate will demonstrate both in the written documents and in their engagement with the committee, evidence of their identity and competency as a spiritual/pastoral carer, their readiness to begin the experience as a Provisional Clinical Pastoral Supervisor, their awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by ASACPEV Inc. Standards.

4.2.4 The Written Documents

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

4.2.4.1 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

4.2.4.2 A statement of request by the candidate of this Review Committee

- 4.2.4.3 An updated autobiographical narrative, including theological/spiritual/philosophical reflection upon the candidate's spiritual journey
- 4.2.4.4 A copy of the findings and recommendations from the candidate's presentation to any previous "Advanced" or "Readiness to commence Supervisory Training Committee"
- 4.2.4.5 A copy of the candidate's most recent CPE Final Evaluation
- 4.2.4.6 A paper of no more than 1500 words, addressing the candidate's understanding and **experience** of pastoral supervision within CPE. This paper will also explore why the candidate seeks to enter training and what the candidate brings to supervisory practice
- The candidate shall **also** provide **EITHER**:
- 4.2.4.7 A comprehensive report and critical evaluation of their functioning as a spiritual/pastoral carer over a seven-day period. The report of no more than 2500 words should include:
- 4.2.4.8 The criteria used to determine daily spiritual/pastoral care priorities and how these priorities were followed through
- 4.2.4.9 An evaluation of any tensions experienced between spiritual/pastoral, administrative, priestly, prophetic and preaching responsibilities
- 4.2.4.10 A description of how boundaries were discerned and established and an evaluation of the capacity to stay within them
- 4.2.4.11 A journal and evaluation of the relationships engaged in during one eight hour day of pastoral practice
- 4.2.4.12 A report and assessment of one spiritual/pastoral care encounter of particular note, including theological/spiritual reflection of the encounter
- OR**
- 4.2.4.13 A comprehensive report and critical evaluation of the spiritual/pastoral care of one person/s or place, over an extended period. The report of no more than 2500 words should include:
- 4.2.4.14 An assessment of the spiritual/pastoral care provided based upon clinical materials such as reports of pastoral conversations or critical incident reports
- 4.2.4.15 A description of the manner in which particular spiritual/pastoral issues were negotiated
- 4.2.4.16 A description of how boundaries were discerned and established and an evaluation of the capacity to stay within them

- 4.2.4.17 An evaluation of the spiritual/pastoral care offered, including consideration of the strengths and limitations of this care
- 4.2.4.18 A theological/spiritual reflection on this evaluation

4.3 Registration with 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:

- 4.3.1 Evidence that the candidate has fulfilled each of the pre-requisites in 4.1
- 4.3.2 When the candidate’s application to begin as a Provisional Clinical Pastoral Supervisor has been approved by the Registration and Certification Committee and ratified by the 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)
- 4.3.3 On receipt of written advice of authorization, the successful candidate may begin as a provisional Clinical Pastoral Supervisor

4.4 Training in Clinical Pastoral Supervision:

Competencies to be developed

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

4.4.1 Administrative Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.2 Interpersonal Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.3 Intrapersonal Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.4 Supervisory Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.5 Identity Development Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.6 Theological/Spiritual Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

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

4.5 Responsibilities of a Provisional Clinical Pastoral Supervisor

The responsibilities (in brief) **of a Clinical Pastoral Supervisor** are to assist CPE students/participants to achieve the competencies of Foundational CPE(s). A primary

focus is the individual supervision of CPE students/participants and the development of their spiritual/pastoral identity. Refer Standard 1.2 for supervision requirements and limitations. and Standards 1.3 and 1.4 for unit completion requirements.

It is important that provisional Clinical Pastoral Supervisors are engaged in the full cycle of experiential learning - Concrete Experience, Active Experimentation, Reflective Observation and Abstract Conceptualization.

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

Attention will be given to:

- 4.5.1.1 developing spiritual/pastoral identity in CPE participants
- 4.5.1.2 identifying learning needs and setting appropriate goals and objectives for supervision
- 4.5.1.3 initiating, developing and concluding the supervisory alliance
- 4.5.1.4 choices in supervisory stance and methodology
- 4.5.1.5 discerning teaching priorities and boundaries
- 4.5.1.6 developing the art of giving and receiving effective feedback
- 4.5.1.7 working with a hermeneutic of trust versus a hermeneutic of suspicion
- 4.5.1.8 exploring the role of transference, counter transference and the parallel process in supervision
- 4.5.1.9 use of creative writing and imagery
- 4.5.1.10 methods of self-supervision
- 4.5.1.11 exploring the complexity of confidentiality and privacy
- 4.5.1.12 discernment of supervision from other disciplines such as spiritual direction, counselling or psychotherapy
- 4.5.1.13 supervising within multi-cultural and interfaith contexts

4.5.2 Training Requirements:

- 4.5.2.1 Provisional Clinical Pastoral Supervisors may train for up to four years from the commencement of the first unit, in the Centre(s) that has/have accepted them in this role. Provisional Clinical Pastoral Supervisors work in cooperation with a Clinical Pastoral Educator (Level 2) or Consultant (Level 3) who, as co-ordinator of the unit, has the overall responsibility for the CPE Unit, including the general oversight, administration, group coordination, direction and education associated with a CPE Unit.

4.5.2.2 Provisional Clinical Pastoral Supervisors need to supervise within at least 3, and no more than 4 CPE Units and individually supervise at least 6 students/participants before presenting for Accreditation.

4.5.3 Responsibilities as a Provisional Clinical Pastoral Supervisor Within a CPE Unit:

4.5.3.1 offering leadership as encouraged by the Course Co-ordinator e.g., participation in the interview and selection of CPE participants, assisting with orientation, facilitation of selected seminars etc.

4.5.3.2 the individual supervision of selected CPE students/participants

4.5.3.3 the individual supervision of no more than two-thirds of the students/participants in a group, and in no case exceeding 3 selected students/participants in any one Unit

4.5.3.4 working cooperatively with the Course Co-ordinator

4.5.3.5 writing a one-page report (no more than 500 words) **evaluating their supervision** of each CPE participant supervised. (See 4.6.2)

4.5.3.6 writing a final one-page report (500 words max) of **the progress and development of each CPE participant** individually supervised.(See 4.6.3)

4.5.3.7 writing an evaluation of their supervisory involvement within the Unit. (See 4.6.1)

4.5.3.8 requesting a report from the Course Co-ordinator of the Unit regarding involvement in the Unit.

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

4.5.3.9 engage in ongoing spiritual/pastoral care practice in a parish, institution or community agency

4.5.3.10 participate in the life of ASACPEV Inc e.g. programs of in-service, attendance at workshops/conferences

4.5.4 Reflective Observation in Clinical Pastoral Supervision

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

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

- 4.5.4.3 Provisional Clinical Pastoral Supervisors must receive at least 10 hours of supervision from an Accredited Clinical Pastoral Educator (Level 2) or Consultant (Level 3) during each Unit involved in as a Provisional Clinical Pastoral Supervisor as delegated by the Centre Director. This supervision will attend to the Provisional Clinical Pastoral Supervisor's practice of supervision of CPE participants, introducing the conceptual themes and ideas that emerge in the unit.

4.6 Evaluation of each Unit of Training

At the conclusion of each unit of CPE, the Provisional Clinical Pastoral Supervisor shall write 3 reports:

4.6.1 Evaluation of Unit

The Centre Director or person delegated to supervise the Provisional Clinical Pastoral Supervisor will provide guidelines for an evaluation of each unit of training prior to the completion of each unit. This report will assist the Provisional Clinical Pastoral Supervisor 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. Being mindful of the educational needs for provisional supervisors a maximum of six issues that are most relevant to the unit completed shall be included for evaluation in the guidelines. This evaluation will also include evaluations of the relationships with the Centre Director, their individual Supervisor, Clinical Pastoral Education Consultant, Course Coordinator, and any course peer supervisors. Should an individual provide more than one of these roles consideration will be given to any experience of conflict of roles. These reports are to be presented to their Supervisor and Centre Director and may be discussed with supervisory peers and colleagues. **These evaluations will NOT be included in the candidates accreditation materials but remain in the Centre files.**

4.6.2 Evaluation of supervision of each CPE participant supervised

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

4.6.3 Report of progress and development of each CPE participant supervised

The Provisional Clinical Pastoral Supervisor shall write a final one-page report (500 words max) of **the progress and development of each CPE participant** supervised. The report shall include their supervisee's goals and whether they were achieved, an assessment of their

competence in the provision of spiritual/pastoral care, ability to relate to their peers and their supervisors and confirmation or not that they completed the unit satisfactorily.

4.6.4 Candidate's Supervisor report

On receipt of the Provisional Clinical Pastoral Supervisors written evaluations of the CPE unit (4.6.1, 4.6.2, 4.6.3) the candidate's supervisor will provide the candidate a written report/evaluation that addresses the candidate's achievement of goals, supervision of supervisees, relationship with the supervisor, course coordinator and the development in their professional identity. Copies of the reports written by the Candidate's Supervisor/Educator will be included in the appendix of the Candidate's materials for Accreditation.

4.6.5 Certificates of Completion of each unit of Supervisory Training

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

4.7 Additional Education In Supervision

In addition to the training in abstract conceptualization included within the CPE Centre, provisional Clinical Pastoral Supervisors are required to engage in at least 30 hours of education-in-supervision (individual and peer-group) facilitated by a Clinical Pastoral Education Consultant (Level 3) before presenting for Accreditation as a Clinical Pastoral Supervisor. This training will include:

4.7.1 Individual course of Education in Supervision

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

4.7.2 Peer Group course of supervisory education

Completing a peer group course of supervisory education of at least 15 hours duration. It is recommended that such a course include a minimum peer group of three supervisors functioning at any of the ASACPEV Inc. levels of supervision. Participants may be Provisional Clinical Pastoral Supervisor or Clinical Pastoral Educators or accredited supervisors taking the course for professional development. A Clinical Pastoral Education Consultant where possible assisted by a provisional

Clinical Pastoral Education Consultant will plan and conduct these courses. Where possible a course will involve participants from different centres to enhance collegiality within ASACPEV Inc. The course facilitators will provide an evaluation /report for each candidate and if completed successfully, an ASACPEV Inc. certificate.

4.7.3 Curriculum

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

In addition, the education will focus upon ensuring provisional Clinical Pastoral Supervisors have a sound knowledge of the Foundational, Advanced and Clinical Pastoral Supervisor levels of the 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.

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

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

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

The written application will include:

- 4.8.1** A copy of the candidate's 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
- 4.8.2** A receipt from the ASACPEV Inc. Treasurer for the prescribed fee for the accreditation which includes a non-refundable application fee
- 4.8.3** A copy of the letter from ASACPEV Inc. giving notice of the candidate's registration as a Provisional Clinical Pastoral Supervisor

- 4.8.4** A written statement from a person who has significant responsibility in the candidate's community and who can attest to:
- a) the candidate's good character
 - b) the presence of a positive religious, spiritual, philosophical or values based spirituality as demonstrated through the candidate's community responsibilities, activities and contribution
- 4.8.5** Evidence of payment of ASACPEV Inc. supervisory membership fee for the current year
- 4.8.6** Letter of support from the Director of the CPE Centre in which the Provisional Clinical Pastoral Supervisor has worked and will continue to function as a Clinical Pastoral Supervisor should their accreditation be successful

4.9 Required Dissertation for Accreditation as a Pastoral Supervisor

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

The dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered; it is to be presented in the following order, secured in a folder, and one copy circulated to each member of the Review Committee at least 3 weeks prior to the day of Review. (Some Review Committee members may prefer to receive materials in digital form).

The Accreditation Committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for Clinical Pastoral Supervision. 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 Clinical Pastoral Supervisor, their readiness to be accredited as a Clinical Pastoral Supervisor and an awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by ASACPEV Inc. Standards. Five papers are required to be presented in the following order:

4.9.1 Front Page containing:

- 4.9.1.1** Candidate's name and contact details, spiritual / religious / faith / philosophical affiliation, theological / spirituality degree(s) / diploma(s) / certificate(s), or subjects completed towards a theology / spirituality qualification

- 4.9.1.2 Candidate's CPE experience, as a CPE student and as a Provisional CPSup
- 4.9.1.3 Any previous Consultation / Review Committee commendations / recommendations
- 4.9.1.4 A declaration of any written or other formal complaints in regard to candidate, and the outcome of any investigation
- 4.9.1.5 candidate's statement of request of Review Committee
- 4.9.1.6 a letter from the CPE Centre Director declaring that the consent forms of the CPE participants whose evaluations are included with this document (4.9.7.4) are held in the CPE Centre files

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

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

4.9.3 Paper 2: The candidate's supervision of one CPE student/participant (3000 words max)

The candidate will provide a comprehensive report and critical evaluation of their actual supervision of 1 CPE student/participant. The report needs to be evidenced by clinical episodes, comments provided on verbatim reports and excerpts from one-to-one supervision sessions with the CPE student/participant.

The report will include:

- 4.9.3.1 a description of the CPE participant and their placement
- 4.9.3.2 a description and evaluation of how the candidate developed and concluded the supervisory alliance
- 4.9.3.3 a description of how the candidate assisted the CPE student/participant to form and evaluate clear, realistic and achievable goals
- 4.9.3.4 a description of the CPE student's/participant's learning issues, and how the candidate worked with these issues

- 4.9.3.5 a reflection on the candidate's responses to the CPE student/participants written / oral / visual work, including an evaluation of one particular Clinical report / verbatim presentation
- 4.9.3.6 the candidate's articulation and modelling of spiritual/pastoral care and how this contributed to the development of the CPE student/participant's spiritual/pastoral competency
- 4.9.3.7 the candidate's recommendations to the CPE student/participant during and after Mid Term and final Evaluations plus an account of how the CPE student/participant responded
- 4.9.3.8 the candidate's supervision of a challenging one-to-one supervision session
- 4.9.3.9 the candidate's stances and attitudes employed in supervision and their effectiveness in the emergence of the CPE student/participant's spiritual/pastoral identity
- 4.9.3.10 A copy of the CPE student/participant's final evaluation

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

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

4.9.5 Paper 4: The candidate's learning as a Supervisor (3000 words max)

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

4.9.6 Paper 5: The candidate's supervision of five CPE students/participants (3000 words max)

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

4.9.7 An Appendix which includes:

- 4.9.7.1 copies of the Reports of each Unit written by the candidate's supervisor (Standard 4.6.4)
- 4.9.7.2 copies of the Reports written by the Clinical Pastoral Education Consultant (Standard 4.7.1)
- 4.9.7.3 A copy of the evaluations tabled by the candidate at the completion of their individual and peer group courses of "Education in Supervision"
- 4.9.7.4 A copy of the Final Evaluations written by the CPE participants featured in the Candidate's "Paper 2" and "Paper 5"

4.10 Clinical 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 Clinical Pastoral Supervisor (L1), one Clinical Pastoral Educator (L2) and one Clinical Pastoral Education Consultant (L3), as well as the Director of the CPE Centre in which the candidate has worked or the Director's delegated Clinical Pastoral Educator/Consultant. Wherever possible the fifth member of the committee shall be another accredited Clinical Pastoral Supervisor. Each committee where possible will include both male and female supervisors and a mix of spiritual/denominational traditions.

- 4.10.1 The candidate in consultation with the Centre Director, ensures that the centre arranges the venue and hospitality, e.g. refreshments for the accreditation committee
- 4.10.2 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

4.11 Roles of the Committee Members

One member, preferably a Clinical Pastoral Supervisor (L1), 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. If the Presenter discovers that there are items missing from the candidate's materials, they will notify the committee chairperson who will contact the candidate and request the missing material be submitted prior to the committee meeting. Another member, other than the Centre Director and preferably a Clinical Pastoral Education Consultant (L3), or senior Clinical Pastoral Educator (L2) 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 Clinical Pastoral Supervisor. This consideration can be undertaken in the light of the Assessment Tool for Accreditation as Clinical Pastoral Supervisor (See Appendix II). The chairperson will record whether the decision has

been unanimous and if not, a majority of members will carry the decision, and the numbers will be recorded in the Chairperson's report. The chairperson shall provide a written report of the committee process and decision, commendations and recommendations conveyed verbally to the candidate to the next meeting of the Registration and Certification Committee. Copies of the Chairperson's report shall be available to the candidate on request to the R & C Committee.

4.12 Unsuccessful Accreditation and Continued Provisional Status

In the event the candidate is unable to fully meet the ANZACPE Standards for Accreditation, the Review Committee may decide the candidate be granted continuing Provisional Status as a CPSup for a further period of no more than 2 years.

During this time the candidate will need to undertake to fulfil the Review Committee's recommendations in their ongoing supervisory practice and demonstrate the same to a subsequent Review Committee.

Should the subsequent Review not occur in the required 2 years, the Provisional status shall lapse.

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

4.13 Successful Accreditation, ongoing accountability and responsibilities

The secretary of the executive shall write to the Clinical 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 Clinical 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 Clinical 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 Clinical 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 Clinical Pastoral Supervisor is authorised to supervise within CPE units, under supervision by an accredited or Provisional Clinical Pastoral Educator or Clinical Pastoral Education Consultant. The emphasis for the Clinical Pastoral Supervisor is to assist the CPE participant in gaining a sense of spiritual/pastoral identity and professional self-worth. Clinical Pastoral Supervision aims to develop in CPE participants' qualities and abilities, which facilitate the enjoyment of and competence in their spiritual/pastoral practice. The responsibilities for administration, group co-ordination, direction and education associated with accreditation belong to other supervisory levels.

4.13.1 Accountability of the Clinical Pastoral Supervisor to the Centre Director

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

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

4.13.2 Responsibilities of an Accredited Clinical Pastoral Supervisor

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

- 4.13.2.1 working cooperatively with a Clinical Pastoral Educator (L2) or Consultant (L3) who has the overall responsibility for the CPE Unit, including the general oversight, administration, group co-ordination, direction and education associated with a CPE Unit
- 4.13.2.2 individual supervision for selected foundation and where appropriate, post level one and Advanced CPE participants
- 4.13.2.3 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
- 4.13.2.4 offering leadership within the context of clinical seminars and case conferences as specified by the course coordinator
- 4.13.2.5 writing a one page report (500 words max) of each CPE participant supervised (to be maintained for five years in the Centre files)
- 4.13.2.6 writing a one-page evaluation (500 words max) of their supervisory involvement within the Unit
- 4.13.2.7 requesting a report from the Co-ordinator of the Unit regarding their involvement in the Unit

4.14 Accountability for Professional Development

The Clinical Pastoral Supervisor must complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. can be claimed, 5 hours of relevant reading, DVD or conference attendance and 10 hours of individual or peer supervision.

The Professional Development undertaken must be directly related to supervisory practice, and be described in the PD log with titles (of books, DVDS, Workshops, Seminars etc.)

A professional Log book and a copy of the Supervisory declaration can be found in the Appendix X 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.

4.15 Review of Accreditation

Accreditation as a Clinical 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 Clinical Pastoral Supervisor. Accreditation will lapse for a supervisor who has not fulfilled these requirements within a five year period.

Clinical Pastoral Supervisors who are unable to meet this requirement 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.

4.16 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.

4.17 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 Clinical Pastoral Supervisors, the Centre Director and other Consultants as required. The Review Committee shall be chaired by the President of ASACPEV 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 the 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.

4.18 Materials for Review of Accreditation

A dissertation consisting of five professional presented papers is required for Review of Accreditation. In all five Papers respect issues of confidentiality and provide footnotes plus a bibliography if secondary resources are used.

The Dissertation is to be typewritten, in font 11, with a 2 cm margin, and with each page numbered; it is to be presented in the following order, secured in a folder, and

one copy circulated to each member of the Review Committee at least 3 weeks prior to the day of Review (Some committee members may prefer to receive a digital copy).

- 4.18.1** A Front Page containing:
- 4.18.1.1 candidate's name and contact details, spiritual / religious / philosophical / faith affiliation, theological / spiritual degree(s) / diploma(s) / certificate(s), or subjects completed towards a theology / spirituality / philosophy qualification
 - 4.18.1.2 candidate's CPE experience, as a CPE student and as a Clinical Pastoral Supervisor
 - 4.18.1.3 a declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation
 - 4.18.1.4 candidate's statement of request of the upcoming Review Committee
- 4.18.2** **Paper One (1000 words):** An evaluation of the salient features (the high points and low points) of their professional experience since their last Accreditation Review
- 4.18.3** **Paper Two (1000 words max):** evaluations of the candidate's supervision of 2 CPE students/participants, ensuring that they include contrasting supervisory experiences
- 4.18.4** **Paper Three (500 words max):** A description of any professional development training undertaken since Accreditation and an evaluation of the impact of this training on supervisory practice
- 4.18.5** **Paper Four (500 words max):** a statement addressing the candidate's future plans as a Clinical Pastoral Supervisor
- 4.18.6** **Paper Five (2000 words max):** an essay integrating the candidate's ideas about Clinical Pastoral supervision with a theme or concept from one of the following: theology/spirituality, education, ecology, psychology, or another field of relevant study
- 4.18.7** An Appendix, including:
- 4.18.7.1 a copy of the candidate's most recent Review Committee findings, including a statement on how the recommendations have been addressed
 - 4.18.7.2 a statement from the course co-ordinator of the most recent CPE Unit in which the candidate participated as a Clinical Pastoral Supervisor outlining the candidate's functioning within the unit
 - 4.18.7.3 the final evaluations of the two CPE student/participants written about in Paper Two (4.18.3)
- 4.18.8** Should the candidate not be affirmed in their accreditation, they may be granted provisional Accreditation with the requirement that they

supervise in one further CPE unit, address the recommendations of this committee and re-present to a Review Committee within 12 months.

4.19 Withdrawal from Supervisory Training

If after the completion of one or more CPE Units, a 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.

4.20 Pause in Supervisory Training

If after the completion of one or more CPE units a 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 of up to 24 months. This request needs to include a supporting letter from the Centre Director.

4.21 Resumption of Supervisory Training

Should a 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:

- 4.21.1** A written evaluation of each unit as a Provisional Clinical Pastoral Supervisor (4.6.1)
- 4.21.2** A draft of the essay required for 4.9.4
- 4.21.3** A statement of the salient features of their spiritual/pastoral practice, pastoral supervision and future directions

5 Accreditation for Supervisory Responsibilities as a Clinical Pastoral Educator (Level 2)

The Association for Supervised and Clinical Pastoral Education in Victoria (ASACPEV) Inc. recognises CPE supervision as a senior professional discipline. Accreditation as a Clinical Pastoral Educator is the accreditation required to conduct an independently registered programme.

PLEASE NOTE: These Standards are constantly under review. Should the relevant Standards alter during the training period, a Candidate for Accreditation can choose which standards they are working with.

5.1 Prerequisites for entering training as Clinical Pastoral Educator

The following prerequisites are required to begin training as a Clinical Pastoral Educator:

- 5.1.1 Accreditation as a Clinical Pastoral Supervisor
- 5.1.2 Supervisory member of ASACPEV
- 5.1.3 Consulted with an Accredited or Provisional Clinical Pastoral Education Consultant (L3) who will provide the education in supervision required according to Standard 5.5.1
- 5.1.4 A written statement from a person who has significant responsibility in the candidate's community and who can attest to:
 - a) the candidate's good character
 - b) the presence of a positive religious, spiritual, philosophical or values based spirituality as demonstrated through the candidate's community responsibilities, activities and contribution
- 5.1.5 completed or actively working towards a Bachelor or post graduate award in a discipline that is relevant to spiritual/pastoral care and supervision, e.g. theology, counselling, psychology, spiritual care etc.

OR

completed or actively working towards a Bachelor or post graduate award in the candidate's chosen philosophy, spirituality or religious tradition

Candidates will need to articulate claimed equivalency to R&C in their application papers (5.7.1.8) and demonstrate this equivalency to their Clinical Pastoral Educator accreditation committee

5.2 Registration with ASACPEV Inc as a Provisional Clinical Pastoral Educator

The candidate will notify the Registration and Certification Committee of their intent to begin training as a Clinical Pastoral Educator. This notification will include supporting letters from the Centre Director in which the CPE courses will be conducted and from the Clinical Pastoral Education Consultant who will be conducting the "education in supervision". The decision to authorise application to begin functioning as a Provisional Clinical Pastoral Educator will be ratified by the Executive of ASACPEV Inc, and the Association Secretary will notify the applicant that Provisional Clinical Pastoral Educator status has been approved. The secretary will also inform the Registrar who record these details in the Association Register.

On receipt of written advice of authorization, the successful candidate may begin as a Provisional Clinical Pastoral Educator

5.3 Responsibilities of a Provisional Clinical Pastoral Educator

The responsibilities (in brief) of a Provisional Clinical Pastoral Educator are to:

- 5.3.1** co-ordinate units of CPE within a Registered CPE Centre, ensuring ASACPEV Standards are maintained. This includes the administration, planning, group co-ordination, direction, education and evaluation of a CPE unit. Each CPE unit is to be of ten weeks duration or longer (or the equivalent in part-time courses) according to ASACPEV Standards and involving a minimum of four different students in each course (Standard 1.2.2). The CPE unit will be under the oversight of the Director of the Registered CPE Centre in which the courses are being conducted
- 5.3.2** supervise the work of students completing Foundational, Advanced, Special Focus or post-Advanced units of CPE units singly and in small groups
- 5.3.3** direct and co-ordinate the work of one or more Provisional or Accredited Clinical Pastoral Supervisors. A candidate seeking accreditation as a Clinical Pastoral Educator who has not co-ordinated, directed or had oversight of the work of one or more Clinical Pastoral Supervisors is eligible for accreditation but shall demonstrate the possession of the skills and sensitivity needed for this task as part of the review (Standard 5.3)
- 5.3.4** with the authorisation of the Registration and Certification Committee may function as CPE Centre Director
- 5.3.5** engage in the full cycle of experimental learning – Concrete Experience, Active Experimentation, Reflective Observation and Abstract conceptualisation
- 5.3.6** Each CPE unit must be under the authority of an Accredited CPE Centre and co-ordinated by a Clinical Pastoral Educator or Provisional Clinical Pastoral Educator or a Clinical Pastoral Education Consultant or provisional Clinical Pastoral Education Consultant.

- 5.3.7** A CPE unit shall normally consist of no fewer than 4 students/participants and usually no more than 6 students/participants (however circumstances may warrant exceptions to this norm e.g. 3 students/participants if insisting on 4 could mean that a unit may never become available for those applicants; or 8 students/participants if the Course Co-ordinator has the assistance of additional supervisors.)
- 5.3.8** A course Coordinator working alone will supervise no more than five (5) CPE participants
- 5.3.9** A provisional Clinical Pastoral Supervisor may supervise up to three (3) participants.
- 5.3.10** 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.
- 5.3.11** 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 ASACPEV to provide supervisory and financial assistance.

5.4 Training as Clinical Pastoral Educator

A primary focus for the training of CPED is the facilitation/supervision of groups of CPE students/participants (being mindful of group-functioning and group-dynamics).

Training Requirements

- 5.4.1** A Provisional CPED may function as co-ordinator in a minimum of 3 and a maximum of 4 CPE units over a maximum period of 5 years, individually supervising a minimum of 6 students. Any extension beyond this period would require the application to and the specific approval of ASACPEV Registration and Certification Committee
- 5.4.2** A Provisional CPED is authorised to supervise a Provisional or Accredited CPSup. The decision to supervise a co-supervisor needs to be made in consultation with the Provisional CPED's Supervisor, Consultant and CPE Centre Director and it is recommended that Provisional CPED's refrain from undertaking this responsibility whilst co-ordinating their first and second CPE units
- 5.4.3** A Provisional CPED will receive at least 10 hours of individual supervision from an Accredited CPED or CPEDConsult during each unit involved in as a Provisional CPED. At the conclusion of each CPE unit, the candidate's supervisor will provide guidelines for an evaluation of the unit. This evaluation will include:

- 5.4.3.1 Opportunity for the Provisional CPEd to conceptualize the competences integrated into their practice of supervision, develop ideas and explore images about their own model of supervision
- 5.4.3.2 Evaluations of the relationship with the Centre Director, co-supervisors and their individual supervisor. Should an individual provide more than one of these roles, consideration will be given to any experience of conflict of roles
- 5.4.3.3 A 600 word report and critical evaluation of the candidate's supervision of CPE students/participants individually supervised which 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. **Three of these reports will be included in the supervisor's materials for accreditation.** (Standard 5.9.5)
- These evaluations will be presented to the supervisor and Centre Director and may be discussed with supervisory peers and colleagues. Apart from the critical evaluation of the candidate's supervision of CPE students/participants, these evaluations will not be included in the candidate's accreditation materials
- 5.4.4** On receipt of the Provisional Clinical Pastoral Educator's evaluation of the unit, the candidate's supervisor will provide the candidate with a written report / evaluation that addresses the candidate's achievement of goals, supervision of the group process, relationship with the Centre Director, co-supervisors and individual supervisor
- Copies of the reports written by the candidate's individual supervisor will be included in the appendix of the candidate's materials for Accreditation. (Standard 5.9.9.3)
- 5.4.5** On satisfactory completion of each unit of training, the Centre Director will provide the Provisional Clinical Pastoral Educator with a signed Certificate of Completion of a Supervisory CPE unit. If the Provisional Clinical Pastoral Educator is the Centre Director, this certificate will be provided by the individual Supervisor
- 5.4.6** A provisional CPEd will participate in the life of ASACPEV Inc.
- 5.4.7** A provisional CPEd will participate in the life of ANZACPE Inc.

5.5 Education in Supervision Requirements

A Provisional CPEd will complete 10 hours of individual education in supervision and 30 hours of Peer Group Education in supervision with a Provisional or Accredited CPEdConsult. "Education in supervision" implies the specific education of the candidate in the philosophy and methodology of supervision by a Clinical Pastoral Education Consultant. 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 education. 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 a written draft of selected requirements of their application for review.

5.5.1 Individual course of Education in Supervision

A Provisional CPED will complete at least 10 hours of individual Education in Supervision within the context of a CPE unit with an Accredited or Provisional Clinical Pastoral Education Consultant. (This is in addition to the 10 hours of supervision within a unit.) It is recommended where possible that this supervision be independent of the CPE centre context in order that the focus is clearly upon integrating "education in supervision". On receipt of the Provisional Clinical Pastoral Educator's written evaluation of the unit the Consultant will provide a report/evaluation that addresses the candidate's achievements. The Consultant's report will be included in the appendix of materials required for Accreditation Committee (Standard 5.9.9.7).

5.5.2 Peer group course of Supervisory Education

A Provisional CPED will complete a peer group course of supervisory education of at least 30 hours duration. It is suggested that such a course include a minimum peer group of three supervisors, preferably made up of Provisional or Accredited Clinical Pastoral Educators. A Clinical Pastoral Education Consultant where possible assisted by a provisional Clinical Pastoral Education Consultant will plan and conduct these courses. Where possible a course will involve participants from different centres to enhance collegiality within ASACPEV/ANZACPE. The course facilitators will provide an evaluation/report for each candidate and if completed successfully, an ASACPEV Inc/ANZACPE Certificate. The evaluation/report will be included in the appendix of materials required for accreditation (Standard 5.9.9.7).

5.6 Competencies to be developed

NOTE: the following abbreviations are used to indicate competencies:

AA - Administrative Awareness and Competence

IeA - Interpersonal Awareness and Competence

IA - Intrapersonal Awareness and Competence

SA - Supervisory Awareness and Competence

EA - Educational Awareness and Competence

TA - Theological Awareness and Competence

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

5.6.1 Administrative Awareness and Competence (AA)

This means demonstrating a consistent and integrated capacity to:

5.6.1.1 Plan and implement a unit of CPE, including creation of a programme timetable that incorporates educational principles for experiential learning, recruitment and placement of students/participants for clinical experience, budgeting, negotiation with internal and external parties and maintenance of records

5.6.1.2 Integrate the use of a variety of resources within a CPE unit. These resources may include inter-disciplinary staff, placement staff, community resources and theological/spiritual consultants

5.6.2 Interpersonal Awareness and Competence (IeA)

This means demonstrating a consistent and integrated capacity to:

5.6.2.1 Relate empathically and professionally with colleagues, co-supervisors, peers, students/participants, authorities, and faith communities; and to articulate and evaluate these relationships

5.6.2.2 Engage in relationships which recognise and value differing cultural and spiritual traditions, drawing on appropriate resources to clarify differences

5.6.2.3 Identify interpersonal dynamics present in CPE groups and make use of these to develop the group learning environment

5.6.2.4 Engage with members of other disciplines within the training context

5.6.2.5 Engage with ASACPEV and ANZACPE colleagues

5.6.2.6 Practice ethically and professionally within all aspects of supervisory practice and within ASACPEV's Code of Ethics

5.6.3 Intrapersonal Awareness and Competence (IA)

This means demonstrating a consistent and integrated capacity to:

5.6.3.1 Reflect on and evaluate the impact of one's own behaviours, affective experiences, attitudes, values and beliefs on others within the CPE context

5.6.3.2 Reflectively engage with new experiences and professional development to enhance emotional intelligence, personal and professional integrity, and spiritual integration

5.6.3.3 Seek supervision, consultation or therapy as required in order to enhance self-awareness

5.6.4 Supervisory Awareness and Competence (SA)

This means demonstrating a consistent and integrated capacity to:

5.6.4.1 Articulate an understanding of the professional role of a Clinical Pastoral Educator

- 5.6.4.2 Utilise the experiences, attitudes, values, beliefs, cultures and learning styles of students/participants to facilitate learning within CPE
- 5.6.4.3 Understand and articulate the processes of group formation, development and functioning
- 5.6.4.4 Facilitate a group dynamic that offers students/participants a balance of both safety and challenge and which promotes self-responsibility for learning and the development of a unique pastoral/spiritual identity
- 5.6.4.5 Recognise the impact of the dynamics of projection, parallel process and resistance in group supervision and utilise appropriate supervisory strategies and interventions in order to address these dynamics
- 5.6.4.6 Articulate, discern, and utilise appropriate supervisory strategies and interventions for effective group and individual supervision
- 5.6.4.7 Where appropriate, co-ordinate, supervise and direct the work of others within a CPE Unit e.g. Provisional/Clinical Pastoral Supervisors

5.6.5 Educational Awareness and Competence (EA)

This means demonstrating a consistent and integrated capacity to:

- 5.6.5.1 Conceptualise and articulate a philosophy of education and supervision that underpins the applicant's supervisory practice, recognising the influences of various established educational theorists
- 5.6.5.2 Integrate educational and supervisory theories within supervisory practice and evaluate their effectiveness
- 5.6.5.3 Employ diverse teaching and learning strategies, identifying and accommodating individual learning needs
- 5.6.5.4 Recognise all aspects of the CPE experience as opportunities for learning and education
- 5.6.5.5 Demonstrate an ongoing commitment to professional supervisory formation through participation in professional development within and beyond ANZACPE

5.6.6 Theological / Spiritual Awareness (TA)

This means demonstrating a consistent and integrated capacity to:

- 5.6.6.1 Conceptualise and articulate the theology/spirituality/philosophy of supervision which informs and underpins the candidate's supervisory practice.
- 5.6.6.2 Reflect theologically/spiritually/philosophically on personal and professional experiences and demonstrate the integration of one's own theology/spirituality/philosophy within supervisory practice.

- 5.6.6.3 Facilitate CPE students/participants to reflect theologically / spiritually / philosophically on their experience in the context of their pastoral/spiritual practice.

5.7 Accreditation Process

At this level, all Review Committees are formed through ANZACPE Inc. and it is an ANZACPE requirement that Clinical Pastoral Educator Accreditation involve Clinical Pastoral Educators and Clinical Pastoral Education Consultants from other Member Associations.

5.7.1 Application for Accreditation

When the candidate and ASACPEV believe the candidate has completed the required training and is ready to claim accreditation, the candidate writes to the Chair of ASACPEV Inc Registration and Certification Committee (R&C) to request the formation of an Accreditation Committee.

ANZACPE Accreditation Committees are held twice a year, in February and in August. Applications for a February committee need to be received by Chairperson of ANZACPE Professional Standards Committee by 1 October and applications for August need to be received by 1 April.

NOTE: this. means that requests to ASACPEV R&C for an ANZACPE February committee need to be submitted **before** the August R&C meeting, and for an ANZACPE August committee **before** the February R&C meeting.

The application will include:

- 5.7.1.1 Candidate's name and contact details
- 5.7.1.2 Evidence of current ASACPEV Inc. membership
- 5.7.1.3 Verification the candidate has participated as a Provisional CPED under the Standards of ASACPEV, taking the primary supervisory/educational role in at least 3 Units of CPE, individually supervising a minimum of 6 students
- 5.7.1.4 Verification that the candidate has received at least 10 hours of supervision from a CPED or CPEDConsult during each CPE Unit they have supervised in as a Provisional CPED
- 5.7.1.5 Verification that the candidate has participated in 30 hours of peer-group supervisory education facilitated by a Provisional or Accredited CPEDConsult whilst functioning as a Provisional CPED
- 5.7.1.6 Verification that the candidate has participated in 10 hours of individual education in supervision provided by a Provisional or Accredited CPEDConsult

- 5.7.1.7 Verification that the candidate's Member Association holds a written statement from a person in leadership attesting to the candidate's good standing. This statement needs to qualify the amount of time the candidate is known and in what capacity. This may be CPE Centre Director, Manager of Pastoral Care Department, leader of specific faith tradition etc.
- 5.7.1.8 Verification that the candidate has achieved the minimum academic qualification in the area(s) of theology/ spirituality/ philosophy/ education/ supervision accepted by the candidate's Member Association
- 5.7.1.9 A declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation
- 5.7.1.10 Copy of Certificates showing completion of Supervisory units as Clinical Pastoral Educator (5.4.5)
- 5.7.1.11 Letter(s) from the Director(s) of the Registered CPE Centre(s) where the three (or more) courses of CPE were conducted affirming the conducting of the units and commenting on the contribution the Provisional Clinical Pastoral Educator has made to the CPE Centre

5.8 R&C to ANZACPE

Once the application for accreditation is accepted, the R&C committee will forward the '*Request for an ANZACPE Accreditation or Accreditation Review Committee*' form found on the ANZACPE Website to the Chairperson of the ANZACPE Professional Standards Committee. This form requires the names and contact details of up to 3 Accredited CPEs or CPEdConsults from the candidate's Member Association (excluding the candidate's current Supervisor/Educator or CPE Centre Director) to be potential members of the candidate's Accreditation Committee (having first obtained agreement from these people to be members of that Review Committee).

5.9 Accreditation Committee Requirements

Each accreditation committee, appointed by the ANZACPE Professional Standards Committee, shall consist of supervisors accredited as Clinical Pastoral Educators or Clinical Pastoral Education Consultants.

The committee shall normally comprise five (5) members drawn wherever possible from different accredited centres. One member shall be appointed Chairperson and one member shall be appointed Presenter. The Presenter will provide a written review and evaluation of the candidate's materials. If the Presenter discovers that there are items missing from the candidate's materials, they will notify the committee chairperson who will contact the candidate and request the missing material be submitted prior to the committee meeting. Copies of the Presenter's report shall be provided for each member of the committee.

During the process of forming the Accreditation Committee, the candidate shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should the candidate have reservations, they need to express them and provide the reason(s) for reconsideration directly to the Chairperson of the

Professional Standards Committee, who will give serious regard to the candidate's reservations.

The candidate and the 5 members of the Accreditation Committee will be notified 6 weeks prior to the committee of the names and contact details of the members of the committee, with the date, time and venue of the Committee.

The candidate's written materials will be received by the Committee members at least 3 weeks prior to the Accreditation committee date.

The candidate will forward to the ANZACPE Treasurer the cost for the Accreditation Committee at least 3 weeks prior to the committee date.

The Accreditation Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CPED. Therefore the candidate will need to demonstrate, both in the professionalism of the written materials and in the engagement with committee, evidence of claims regarding identity and competency as a CPED. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline, including a consistent and integrated capacity in the required competencies.

5.10 Materials Required for Accreditation Committee as a Clinical Pastoral Educator

The following materials need to be circulated to each member of the Accreditation Committee 3 weeks prior to the committee date. The candidate may ask committee members if any would like to receive the materials in digital form as well as or instead of hard copy.

In all written materials respect issues of confidentiality and provide footnotes plus a bibliography if secondary resources are used.

Please note, that throughout the required materials, the following abbreviations are included to indicate which competencies are to be demonstrated in specific papers:

AA - Administrative Awareness and Competence

IeA - Interpersonal Awareness and Competence

IA - Intrapersonal Awareness and Competence

SA - Supervisory Awareness and Competence

EA - Educational Awareness and Competence

TA - Theological Awareness and Competence

Required materials include:

5.10.1 Table of contents

5.10.2 Cover page containing:

- 5.10.2.1 Candidate's name and contact details
- 5.10.2.2 Candidate's spiritual/religious/philosophical/faith affiliation
- 5.10.2.3 Candidate's relevant academic qualifications and subjects towards those not yet completed
- 5.10.2.4 Summary list of all CPE Units in which the candidate has participated in a supervisory/educational capacity since being granted Provisional Clinical Pastoral Educator status
- 5.10.2.5 A declaration of any formal complaint in regard to the candidate, and the outcome of any investigation
- 5.10.2.6 A Statement of Request by the candidate of the Accreditation Committee

5.10.3 Paper One – Life Reflection: (3000 words max)

The candidate will reflect on life experience, values, beliefs, attitudes and assumptions and consider how these have influenced their supervisory/educator identity (IA1) The candidate is to include reflection on the interplay between their life history, personhood, theology/spirituality/ philosophy and their roles as a CPE Supervisor and Educator. (TA1, TA2)

5.10.4 Paper Two - Evaluation of one CPE Unit: (3000 words max)

The candidate will report on and critically evaluate their supervision/ education as a Provisional Clinical Pastoral Educator of one CPE Unit that preferably had no less than four students/participants.

This report needs to include clinical episodes as evidence for any claims made.

Please include:

- 5.10.4.1 A summary of the unit including its participants. (SA3)
- 5.10.4.2 The candidate's planning for the CPE unit (AA1, AA2, IA6)
- 5.10.4.3 The ways in which the candidate contributed to the formation, development and utilisation and use of the group dynamics to facilitate learning and how this contributed to learning (SA3, SA4, SA5, SA6, IA6)
- 5.10.4.4 The variety of educational and supervisory strategies the candidate used in both group and individual supervision, including assessment of progress and subsequent feedback/recommendations at mid-term, and their impact (IA3, SA4, SA6, EA2, EA3, EA4)
- 5.10.4.5 The candidate's use of theological/spiritual/philosophical reflection with students/participants (TA3, IA6)

- 5.10.4.6 The candidate's relationships within the group, including those with any co-supervisors as well as students/participants. (IeA1, IeA2, IA1, IeA6, SA7)
- 5.10.4.7 Challenges the candidate faced, how these were addressed and the outcome (IeA1, IA1, SA2)
- 5.10.4.8 Included as Appendix 1, the Final Evaluations of students/participants individually supervised by the candidate. For any other students/participants in the group, only include their comments/evaluations to the candidate and any co-supervisor/s
- 5.10.5 Paper Three – Evaluation of Individual Supervision of 3 students/participants (1800 words max)**
- The candidate will include three of the 600 word reports and critical evaluations of their supervision with three CPE students/participants (no more than one is to be from the unit written about in paper 2) (IeA1, IA1, SA2, SA6, EA2, 3, 4, TA3).
- Include in Appendix the Final Evaluations of these 3 students/participants.
- 5.10.6 Paper Four – Essay on Supervisory Subject (3000 words max)**
- The candidate will reflect on a topic/theme of interest that arises out of their experience as a Clinical Pastoral Educator. This paper needs to demonstrate the integration of theory (e.g. social sciences, theology, spirituality, philosophy, education, supervision etc) with practice. A variety of competencies may be evidenced in this paper, depending on the topic.
- 5.10.7 Paper Five – Essay on Methodology and Philosophy of CPE Supervision and Education (3000 words max)**
- The candidate will describe their methodology and philosophy of supervision and education within the context of CPE and support this with examples from their work in CPE. (SA1, EA1, EA2, EA3, EA4).
- 5.10.8 Paper Six - Learning as a Provisional Clinical Pastoral Educator: (3000 words max)**
- The candidate will describe their personal experience as a Provisional Clinical Pastoral Educator. This paper will include the joys and challenges faced in the role as well as the personal learnings the candidate wants to claim. (IeA1, IeA2, IeA4, IeA5, IeA6, IA1, IA2, IA3, EA5).
- This paper is to include:
- 5.10.8.1 A statement with evidence demonstrating how the candidate has addressed the recommendations of their previous CPE review committee

- 5.10.8.2 An evaluation of the learning the candidate has gained, their relationships with students/participants, colleagues, supervisors, CPE Centre Director and others and the ways the candidate has sought to address conflict that has arisen. Include issues, themes or incidents experienced in a CPE unit
- 5.10.8.3 A statement describing the candidate's plans and goals for the future
- 5.10.8.4 A statement that addresses why the candidate believes they have sufficiently demonstrated the competencies and learning required of a Clinical Pastoral Educator

5.10.9 Appendix

- 5.10.9.1 The final evaluations of students/participants in the group written about in Paper Two and Paper Three. Please see above for what to include
- 5.10.9.2 An example of a CPE program the candidate has co-ordinated
- 5.10.9.3 Copies of reports written by each of the candidate's supervisor/s, and Clinical Pastoral Education Consultant/s related to the CPE units they have been involved in as a Provisional Clinical Pastoral Educator
- 5.10.9.4 A declaration that the candidate holds consents from all the students/participants who have been written about in these materials
- 5.10.9.5 A copy of the candidate's evaluation written following individual education in supervision
- 5.10.9.6 A copy of the candidate's evaluation written following peer group education in supervision
- 5.10.9.7 Copies of reports written by the candidate's Clinical Pastoral Education Consultant for both individual and group courses of CPE Education in Supervision completed as a Provisional Clinical Pastoral Educator
- 5.10.9.8 A copy of these standards

5.11 Following The Accreditation Committee

Following the Accreditation Committee, the Chairperson's report will be forwarded to the ANZACPE Professional Standards Committee, who will then in turn make its recommendations to ASACPEV R&C regarding outcome, commendations and recommendations. Once processed by R&C, the outcome, commendations and recommendations are forwarded to ASACPEV Executive for ratification. ASACPEV Exec will notify the candidate of the outcome, commendations and recommendations and details will be updated on the ASACPEV Register.

5.12 Unsuccessful Accreditation and Continued Provisional Status

In the event of the candidate being unable to fully meet the ANZACPE Standards for Accreditation, the Accreditation Committee may recommend to ASACPEV that the candidate be granted continuing Provisional Status as a CPEd for a further period of

no more than 2 years. During this 2 year period, the candidate is able to co-ordinate/lead supervise in a minimum of one and maximum of 2 CPE units. During this time the candidate needs to undertake to fulfil the Accreditation Committee's recommendations in their ongoing supervisory practice along with any further requirements formulated by ASACPEV. Once the required units are completed, the candidate will present to a subsequent Accreditation Committee within a 6 month period.

Should the subsequent Review not occur in the required time frame, the candidate's Provisional status will lapse. ASACPEV may grant a dispensation from the two year requirement, but only for very exceptional circumstances.

5.13 Successful Accreditation, Ongoing professional accountability and responsibilities

The secretary of ASACPEV Inc executive shall write to the Clinical Pastoral Educator 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 Clinical Pastoral Educator 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 Clinical Pastoral Educator and their Centre Director can change their accreditation details on program announcements.

5.13.1 Responsibilities of an Accredited Clinical Pastoral Educator

An accredited Clinical Pastoral Educator is authorized to co-ordinate CPE units, supervise Provisional and Accredited Clinical Pastoral Supervisors and supervise Provisional and Accredited Clinical Pastoral Educators, but is unable to offer specific "education in supervision" as required in Standard 4.7 and 5.5. An Accredited Clinical Pastoral Educator is also able to be a CPE Centre Director (Standard 7). The emphasis for the Clinical Pastoral Educator is the administration, group co-ordination, direction and education associated with a CPE unit, including assisting CPE participants in gaining a sense of spiritual/pastoral identity and professional self-worth, and co-supervisors in developing their supervisory identity.

5.13.2 Accountability for Professional Development

The Clinical Pastoral Educator must complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. and ANZACPE 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 X of the ASACPEV Standards. If these requirements are not met, the Clinical Pastoral Educator must justify this to the R&C committee in order to maintain Accreditation.

5.14 Review of Accreditation

Accreditation as a Clinical Pastoral Educator is subject to ongoing review every five years or review at such other periods as the Executive of ASACPEV Inc. shall from time to time determine in particular instances. The purpose of review is to ensure the Standards, Outcomes and Objectives for a Clinical Pastoral Educator (Standard 5.12) are being met. In the period under review, it is expected that the candidate has conducted at least one accredited unit of CPE or have participated as a Provisional Clinical Pastoral Education Consultant in a supervisory program authorised by either ASACPEV or ANZACPE Inc. and has met the ASACPEV's Professional Development requirements for a Clinical Pastoral Educator (5.12.2) Accreditation will lapse for a supervisor who has not fulfilled these requirements within a five-year period. Clinical Pastoral Educators who are unable to meet these requirements may 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 Educator and the completion of two accreditation reviews following accreditation as a Clinical Pastoral Educator, a supervisor shall not be required to present for Review of Accreditation unless they or ASACPEV Executive, request a review. The Clinical Pastoral Educator 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 Educator 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.

5.14.1 Application for Review of Accreditation

It is an ANZACPE requirement that Reviews of Clinical Pastoral Educator's Accreditation involve Clinical Pastoral Educators and Clinical Pastoral Education Consultants from other Member Associations.

ANZACPE Accreditation Review Committees are held twice a year, in February and in August. Applications for a February committee need to be received by Chairperson of ANZACPE Professional Standards Committee by 1 October and applications for August need to be received by 1 April.

NOTE: this. means that requests to ASACPEV R&C for ANZACPE a February committee need to be submitted **before** the August R&C meeting, and for an ANZACPE August committee **before** the February R&C meeting.

Written application for review of accreditation shall be made to ASACPEV Chairperson of the Registration and Certification Committee. This application will include candidate's name, contact details and Spiritual affiliation (if any), a copy of the Supervisor's Professional Development Log Book, verification the candidate has met minimum requirements for ANZACPE review, number of years functioning at current level, any special requests or points to note regarding this review and whether the candidate requests to be a silent witness to the committee deliberations. (NB Silent witness must be agreed to by all committee members.) It is understood that application for review provides conditional extension of accreditation up to the review date.

5.14.2 R&C to ANZACPE

Once approved, R&C will forward the '*Request Form for a Review of Accreditation*' found on the ANZACPE Website to the Chairperson of the ANZACPE Professional Standards Committee.

The Association's letter of request and support shall contain:

- 5.14.2.1 candidate's name and contact details
- 5.14.2.2 candidate's spiritual/religious/philosophical affiliation
- 5.14.2.3 verification that the candidate has met the minimum requirements for an ANZACPE Review
- 5.14.2.4 Number of years functioning at current level
- 5.14.2.5 the names and contact details of up to 3 Accredited Clinical Pastoral Educators or Consultants from ASACPEV (excluding the candidate's current Supervisor/Educator or CPE Centre Director) to be potential members of the Review Committee (having first obtained agreement from these people to be members of that Review Committee)

5.14.3 Accreditation Review Committee

The Accreditation Review Committee shall be organised by the Chairperson of the ANZACPE Standard Committee in consultation with the supervisor to be reviewed, and shall comprise of a majority of Clinical Pastoral Education Consultants. During the process of forming the Accreditation Review Committee, the candidate shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should the candidate have reservations, they need to express them and provide the reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to the candidate's reservations.

The Candidate and the 5 members of the Accreditation Review Committee will be notified 6 weeks prior to the committee of the names

and contact details of the members of the committee, with the date, time and venue of the Committee.

- 5.14.3.1 The candidate will negotiate with the ANZACPE Standards committee concerning arrangements of venue and hospitality e.g. refreshments for the accreditation committee.
- 5.14.3.2 If required, the Candidate will 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.

5.15 Materials for Accreditation Review as a Clinical Pastoral Educator

The following materials are to be forwarded to Committee members at least 3 weeks prior to the committee date. The Accreditation Review Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CPEd. Therefore the candidate will need to demonstrate, both in the professionalism of the written materials and in the engagement with committee, evidence of claims regarding identity and competency as a CPEd. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline, including a consistent and integrated capacity in the required competencies.

The candidate may ask committee members if any would like to receive the materials in digital form as well as or instead of a hard copy.

In all written materials, respect issues of confidentiality, and provide footnotes plus a bibliography if secondary resources are used.

Required materials include:

- 5.15.1** Table of contents
- 5.15.2** Cover page containing:
 - 5.15.2.1 Candidate's name and contact details
 - 5.15.2.2 Candidate's spiritual/religious/philosophical/faith affiliation
 - 5.15.2.3 Candidate's relevant academic qualifications and subjects towards those not yet completed
 - 5.15.2.4 A summary list of all CPE units in which the candidate has participated in a supervisory/educational capacity since last meeting an ANZACPE Accreditation or Accreditation Review committee
 - 5.15.2.5 If the candidate has been granted status as a Provisional Clinical Pastoral Education Consultant, a list of any programs of education in supervision they have provided
 - 5.15.2.6 A declaration of any formal complaint in regard to the candidate, and the outcome of any investigation

5.15.2.7 A statement of request by the candidate of the Accreditation Review committee

5.15.3 Paper One (2000 words max)

The candidate will introduce themselves and articulate how their life story, beliefs, values and supervisory experiences have shaped them as a supervisor/educator.

5.15.4 Paper Two (2000 words max)

The candidate will evaluate the salient features of their work as a Clinical Pastoral Educator during the past five years, including their relationships with students/participants, Supervisor, Clinical Pastoral Educator, Clinical Pastoral Education Consultant, colleagues, CPE organisations, institutions and religious/faith communities, highlighting the high and low points and the learnings they have gained.

5.15.5 Paper Three (2000 words max)

The candidate will evaluate their professional development since their last Accreditation or Accreditation Review Committee. The evaluation needs to address challenges and insights gleaned from reflection on their engagement in the supervisory process through their supervisory interventions, their experience of receiving professional supervision, and the reading, study or training they have undertaken within the field. Include new and creative ideas implemented in supervisory practice. Please include a list of relevant professional development activities at Appendix.

5.15.6 Paper Four (1000 work max)

The candidate will describe how they have addressed the recommendations of their previous ANZACPE Accreditation or Accreditation Review committee.

5.15.7 Paper Five (500 words max)

The candidate will describe their future plans within CPE.

5.15.8 Paper Six (3000 words max)

An essay on a topic relevant to the role as a supervisor and educator within Clinical Pastoral Education. This paper is to be of a professional standard.

5.15.9 Appendix

5.15.9.1 A copy of the letter from the candidate's member association containing the commendations and recommendations of their most recent ANZACPE Accreditation or Accreditation Review committee

- 5.15.9.2 A letter of support from the candidate's current supervisor including areas of focus for their supervision since the last ANZACPE Accreditation or Accreditation Review committee
- 5.15.9.3 The comment from at least two CPE participants final evaluations regarding their relationship with the candidate as their supervisor in the most recent CPE unit the candidate has supervised in, or from a supervisory education programme they have facilitated
- 5.15.9.4 A list of relevant professional development the candidate has participated in since their last Accreditation or Accreditation Review Committee
- 5.15.9.5 An example of a CPE program or an education in supervision program the candidate has co-ordinated
- 5.15.9.6 A copy of these standards for Accreditation Review as a Clinical Pastoral Educator

5.16 Following Accreditation Review Committee

Following the Accreditation Review Committee, the Chairperson's report will be forwarded to the ANZACPE Professional Standards Committee, who will then in turn make its recommendations to ASACPEV R & C regarding outcome, commendations and recommendations. Once processed by R&C, the outcome, commendations and recommendations are forwarded to ASACPEV Executive for ratification. ASACPEV Exec will notify the candidate of the outcome, commendations and recommendations and details will be updated on the ASACPEV Register.

5.17 Unsuccessful Accreditation Review

In the event the candidate is unable to fully meet the ANZACPE Standards for affirmation of Accreditation, the Accreditation Review Committee may recommend to the Member Association that the candidate be granted Provisional Accreditation as a CPEd for a period of no more than 2 years. During this 2 year period, the candidate is able to co-ordinate/lead supervise in a minimum of one and maximum of 2 CPE units. During this time the candidate needs to undertake to fulfil the Accreditation Review Committee's recommendations in their ongoing supervisory practice along with any further requirements formulated by the candidate's Member Association. Once the required units are completed, the candidate will present to a subsequent Accreditation Review committee within a 6 month period.

Should the subsequent Accreditation Review not occur in the required time frame, the candidate's Provisional status will lapse. The candidate's Member Association may grant a dispensation from the two year requirement, but only in very exceptional circumstances.

6. Accreditation for Supervisory Responsibilities as a Clinical Pastoral Education Consultant (Level 3)

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

6.1 Functions of the Clinical Pastoral Education Consultant

The Clinical Pastoral Education Consultant 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 Education Consultant may supervise the work of level 1, post level 1 and advanced students singly or in small groups. The Clinical Pastoral Education Consultant may direct and co-ordinate the work of one or more Clinical Pastoral Supervisors and Clinical Pastoral Educators, and may provide education in supervision for Provisional Clinical Pastoral Supervisor or Clinical Pastoral Educator.

6.2 Consultation

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

6.3 Intention to begin as a Provisional Clinical Pastoral Education Consultant

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

6.4 Period of Education

A candidate may, after due notification to the Registration and Certification Committee, be a Provisional Clinical Pastoral Education Consultant 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 (6.6).

6.5 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 Education Consultant. This education in supervision takes place both in the course work (6.6.3) and in the individual sessions with the Clinical Pastoral Education Consultant (6.6.2).

6.6 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:

6.6.1 Education of a Clinical Pastoral Supervisor

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

6.6.2 Education of a Clinical Pastoral Educator

Actual planning for, conduct and evaluation of education in supervision provided for a Provisional Clinical Pastoral Educator proceeding towards meeting the requirements of 5.6. 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 Education Consultant.

6.6.3 Peer Group Courses in Supervisory Education

Prior to their presentation for certification as an education consultant it is advised that candidates share in the leadership of a course of supervisory education with an accredited Clinical Pastoral Education Consultant. Refer to 4.7 and 5.5.

6.7 Application for Accreditation as a Clinical Pastoral Education Consultant

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

Checklist of Requirements to accompany Accreditation Application:

- 6.7.1** Written demonstration that the candidate has met each of the requirements in Standard 6.6.
- 6.7.2** Payment for the prescribed fee for the review and an additional non-refundable application fee.

6.7.3 Copy of Clinical Pastoral Educator Certificate.

6.7.4 Evidence of professional and spiritual integrity

A written statement from a person who has significant responsibility in the candidate's community and who can attest to:

a) the candidate's good character

b) the presence of a positive religious, spiritual, philosophical or values based spirituality as demonstrated through the candidate's community responsibilities, activities and contribution

6.7.5 Evidence of current ASACPEV Inc. membership

6.8 Guidelines for Candidates preparing materials for an Accreditation Committee as a Clinical Pastoral Education Consultant

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.

6.8.1 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

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

6.8.3 A statement of the request by the candidate of the accreditation committee

6.8.4 An updated autobiographical statement

6.8.5 A statement of, and theological/spiritual reflection upon, the candidate's spiritual pilgrimage

6.8.6 A report(s) from the Clinical Pastoral Education Consultant engaged during the period of as a Provisional Education Consultant

6.8.7 A detailed evaluation report of the candidate's education as a Provisional Clinical Pastoral Education Consultant of one supervisor engaged in the process of being a Provisional Clinical Pastoral Educator (Level 2). The report should include:

6.8.7.1 Candidate's description of the Provisional Clinical Pastoral Educator, including a biographical sketch, and giving attention to the candidate's assessment of the Provisional Clinical Pastoral Educator's faith development, learning style, orientation in spirituality and theology, and

capacity for conceptual understanding at the commencement of the educational contract.

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

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

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

6.8.7.3 In the case where the candidate is providing education of a Provisional Clinical Pastoral Educator within the candidate's Centre the report shall include:

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

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

6.8.7.4 A description and evaluation of the education of the Provisional Clinical Pastoral Educator, including:

a). an assessment of the supervisor's development in supervision demonstrated by clinical materials

b). the candidate's comments on the supervisor's written reports

c). excerpts from educational conferences

d). the manner in which particular issues or incidents were addressed in education

e). an assessment of the capacity of the Provisional Clinical Pastoral Educator to appropriate the "education in supervision"

6.8.7.5 Evaluation of the Clinical Pastoral Education Consultant's style and method of education and curriculum covered

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

- 6.8.8** A summary description and evaluation (limited to five A4 typed pages) of the candidate's supervision of a Provisional Clinical Pastoral Supervisor, while Provisional as a Clinical Pastoral Educator
- 6.8.9** Copies of an evaluation of the educational relationship written by the Supervisors referred to in 6.8.7. and 6.8.8. above
- 6.8.10** 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.
- 6.8.11** A paper of a standard suitable for publication on a subject demonstrating the candidate's possession of:
- 6.8.11.1 a clear theory of education
 - 6.8.11.2 A critical reflection of a significant theological/spiritual/philosophical writer or critical explanation or interpretation of a text foundational to the candidate's spirituality
 - 6.8.11.3 the ability to provide "education in supervision" in the context of spiritual/pastoral practice
- 6.8.12** A report of the candidate's practice as a Provisional Clinical Pastoral Education Consultant, including:
- 6.8.12.1 an evaluation of the candidate's relationship(s) with the consultant(s) engaged during the period of as a Provisional Educator
 - 6.8.12.2 an evaluation of the candidate's transition from a Clinical Pastoral Educator to a Clinical Pastoral Education Consultant, including an assessment of significant peer relationships
 - 6.8.12.3 a statement regarding completion of the issues surrounding the candidate's practice as a Provisional Clinical Pastoral Education Consultant and plans for the future

6.9 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.

6.10 The Accreditation Committee

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

6.10.1 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. If the Presenter discovers that there are items missing from the candidate's materials, they will notify the committee chairperson who will contact the candidate and request the missing material be submitted prior to the committee meeting. 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.

6.10.1.1 The candidate ensures that the centre be responsible for arranging a venue and hospitality, e.g., refreshments for the Accreditation Committee, in consultation with the Centre Director

6.10.1.2 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

6.11 The Standards, Outcomes, and Objectives for a Clinical Pastoral Consultant

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

6.11.1 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.

6.11.2 Interpersonal Awareness and Competence

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

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

- 6.11.2.3 Ability to co-ordinate multiple courses conducted simultaneously in one centre, region, or organisation
- 6.11.2.4 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
- 6.11.3** Intrapersonal Awareness and Competence
- Capacity to take appropriate responsibility for ongoing intrapersonal development.
- 6.11.4 Educational Competence
- 6.11.4.1 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
- 6.11.4.2 Ability to disseminate state of the art information to students, supervisors and peers in the areas of pastoral practice, theology, pastoral and clinical supervision
- 6.11.4.3 Ability to apply the findings of research relevant to Clinical Pastoral Education
- 6.11.4.4 Ability to conceptualise the theological/spiritual conflicts experienced in the demands by contemporary society for measurements of effectiveness in the fields of pastoral care and educational programme evaluation
- 6.11.5** Theological/Spiritual Awareness
- 6.11.5.1 Ability to conceptualise and synthesise theological/spiritual frameworks with contemporary social sciences and the practice of Clinical Pastoral Education
- 6.11.5.2 Awareness of the critical interrelatedness of spiritual development and orientation, in pastoral and supervisory formation

6.12 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.

6.13 Review of Accreditation

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.

The Professional Development undertaken must be directly related to supervisory practice, and be described in the PD log with titles (of books, DVDS, Workshops, Seminars etc.)

A professional Log book and a copy of the Supervisory declaration can be found in the Appendix X 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.

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 Education Consultant, a Consultant will not be required to present for Review of Accreditation unless they or ASACPEV Inc. Executive request a review. The Clinical Pastoral Education Consultant 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 Education Consultant 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

6.13.1 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.

6.13.2 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 Education Consultants 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.

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

- 6.13.2.2 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

6.14 Materials for Review of Accreditation

The following materials are required:

- 6.14.1 A cover sheet and recommendations from the previous Committee
- 6.14.2 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
- 6.14.3 Evidence of professional development undertaken according to Standard 6.13 and a statement attesting to its impact on the Educator's supervisory practice
- 6.14.4 A statement addressing the Clinical Pastoral Education Consultant's plans for the future (limited to one A4 typed page)
- 6.14.5 A paper relevant to supervisory and/or educational issues of a standard suitable for publication

6.15 Withdrawal from Supervisory Training

In the event of a Provisional Clinical Pastoral Education Consultant deciding to discontinue their provisional status, 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.

6.16 Resumption as a Provisional Clinical Pastoral Education Consultant

Should a Provisional Clinical Pastoral Education Consultant wish to resume their provisional status after withdrawing for a period exceeding 36 months, the provisional Education Consultant 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.

7. Registration, Administration and Direction of CPE Centres

Programmes or units of Clinical Pastoral Education are conducted by Registered CPE Centres.

7.1 CPE Centres

- 7.1.1** CPE Centres can be established in public or private hospitals, aged care facilities, geographical regions, theological colleges, prisons, mental health agencies, counselling clinics or faith communities
- 7.1.2** Each CPE Centre will have an ASACPEV Inc. accredited Clinical Pastoral Educator or Clinical Pastoral Education Consultant who will fulfil the role of CPE Centre Director. In special circumstances, on the recommendation of the Registration and Certification Committee, the Association may appoint a Provisional Clinical Pastoral Educator as Acting Director of a CPE centre on the understanding that there is a clear contract for ten hours of individual supervision with a provisional or accredited Clinical Pastoral Education Consultant for each programme conducted in the Centre.
- 7.1.3** Each CPE centre has a privacy policy that is provided to potential applicants prior to their submitting their formal application containing both personal and sensitive information.
- 7.1.4** There are three levels of Supervisory Practice within Clinical Pastoral Education. Clinical Pastoral Supervisors, Clinical Pastoral Educators and Clinical Pastoral Education Consultants. The following states the responsibilities of each level:
- 7.1.4.1** Provisional and accredited Clinical Pastoral Supervisors, appointed by a CPE Centre Director, supervised by a Clinical Pastoral Educator or Clinical Pastoral Education Consultant, and addressing education in supervision requirements outlined in Standard 4.7.1 and 4.7.2 can supervise individuals in a CPE Unit.
- 7.1.4.2** Provisional Clinical Pastoral Educators, appointed by a CPE Centre Director, supervised by a Clinical Pastoral Educator or Clinical Pastoral Education Consultant, and addressing the education in supervision requirements outlined in Standards 5.5.1 and 5.5.2 can conduct CPE units that educate foundational, specialist and advanced CPE participants. As a course coordinator they are eligible to coordinate the work of provisional or accredited Clinical Pastoral Supervisors.
- 7.1.4.3** Accredited Clinical Pastoral Educators can supervise and educate foundational, specialist and advanced CPE participants. As Course Coordinator, a Clinical Pastoral Educator is also eligible to coordinate the work of provisional or accredited Clinical Pastoral Supervisors but is not accredited to educate provisional Clinical Pastoral Supervisors.

- 7.1.4.4 Accredited Clinical Pastoral Education Consultants can educate, supervise and coordinate Provisional and Accredited Clinical Pastoral Supervisors, Provisional and Accredited Clinical Pastoral Educators as well as foundational, specialist, and advanced CPE participants.
- 7.1.5 ASACPEV Inc. Standards apply to all Clinical Pastoral Education programs whether held in person or through face-to-face on-line
- 7.1.6 When applications have been accepted for a CPE unit to be conducted within a certain time framework, and there is a lockdown imposed by a state or by an institution, the CPE Centre, wherever possible, will creatively consider ways of continuing clinical

7.2 CPE Centre Registration Requirements

To be an ASACPEV Inc. Registered CPE centre, the centre needs to:

- 7.2.1 Be the sole centre in any one campus of a corporate body or structure
- 7.2.2 Have the support from management from within the institution
- 7.2.3 Have the financial ability to support the education programs, including funding of supervisors to meet their professional obligations
- 7.2.4 Operate within a milieu that encourages human relationships, growth, and dignity
- 7.2.5 Have the capacity to support at least four CPE participants so that both peer group and individual learning occurs
- 7.2.6 Provide significant opportunities for spiritual/pastoral practice, enabling CPE participants to function as staff members in the clinical environment at a level appropriate to their experience and professional development
- 7.2.7 Provide opportunity for CPE participants to engage in interdisciplinary and team functioning
- 7.2.8 Provide educational opportunities including interchange, consultation and/or teaching in relation to other helping disciplines and professionals
- 7.2.9 Pay the annual Registration fee
- 7.2.10 Renew CPE Centre Registration every five years

7.3 CPE Centre Director Responsibilities

The CPE Centre Director is responsible for:

- 7.3.1 Ensuring ASACPEV standards are adhered to for all CPE programs conducted in the Registered Centre
- 7.3.2 Ensuring all supervisors working in the centre are maintaining ASACPEV standards

- 7.3.3** Ensuring the centre has a Privacy policy which is distributed and adhered to by all those within the centre
- 7.3.4** Ensuring the centre has a Code of Ethics which is distributed and adhered to by all within the centre
- 7.3.5** Provide each CPE participant with the ASACPEV Inc. complaint and grievance policy
- 7.3.6** Ensuring all CPE participants and Supervisors functioning within the centre adhere to all relevant placement/institution/organisation policies and procedures
- 7.3.7** Ensuring that supervisors functioning within the centre have opportunity to engage in regular consultation with both supervisory peers and other appropriate professional peers in their institution/organisation
- 7.3.8** Ensuring that Supervisors in training have access to appropriate education in supervision opportunities to fulfil their learning requirements
- 7.3.9** Ensuring that all relevant position descriptions or employment agreements include supervisory responsibilities
- 7.3.10** Negotiating with relevant institution/organisation the status and recognition of supervisors who are not employed by the institution/organisation
- 7.3.11** Ensuring any external placements include clear communication with an on-site representative, a contract outlining expectations, responsibilities, and boundaries of both CPE participant and on – site representative, and the provision of regular consultation and communication throughout the placement
- 7.3.12** Notifying ASACPEV R&C of changes in supervisory personnel practicing within the centre
- 7.3.13** Notifying ASACPEV R&C of any major changes or variations in the Centre's programs
- 7.3.14** Promptly completing the yearly Registrar's report of activity within the centre
- 7.3.15** Maintaining a register of CPE participant's, their achievements, and a digital copy of CPE Certificates
- 7.3.16** A Registered CPE Centre without a clearly defined institutional or organisational base wishing to organise spiritual/pastoral practice placements with an institution or organisation which does have a Registered CPE Centre shall gain written approval of the CPE Centre Director where the placements will be undertaken.
- 7.3.17** Ensuring role description relating to CPE Centre Director responsibilities is included in Position Description

- 7.3.18** Ensuring appropriate consent is gained for the use of CPE participants materials for supervisory accreditation purposes
- 7.3.19** Ensuring CPE Centre Renewal is completed after 5 years
- 7.3.20** Pay the annual CPE Centre registration fee

7.4 Registration of CPE Centre

Application for the Registration of a CPE centre is to be addressed to ASACPEV Registration and Certification Committee (R&C) and needs to include:

- 7.4.1** Written documentation that all CPE Centre requirements will be met (7.1 & 7.2)
- 7.4.2** An outline of the Centre's aims and objectives including an outline of the levels of training to be offered
- 7.4.3** Where a Centre is to be Registered within an Institution, a letter of support from the appropriate Manager of the CPE Centre Director designate, attesting to support of the time and duty commitment required, agreement to include responsibilities in their position description and support for the educational requirements of CPE participants, including placements, access to relevant information about patients/clients/parishioners, whilst adhering to confidentiality policies.
- 7.4.4** Payment of the prescribed Registration fee
- 7.4.5** Ensure the institution/organisation recognises the role of ASACPEV in the running of CPE programs and consider developing an MOU between institution and ASACPEV
- 7.4.6** Once processed, the R&C committee will recommend to ASACPEV Executive that the CPE Centre be registered under the name of the proposed CPE Centre Director. Once ratified by Executive, a letter of Registration will be forwarded to the CPE Centre Director

7.5 Renewal of CPE Centre Registration

- 7.5.1** The Registration of a CPE Centre is to be reviewed after 5 years of initial registration under CPE Centre Director. The CPE Centre Director will report to R&C on the functioning within the centre and how the centre continues to meet the stipulated requirements. (Standards 7.1 & 7.2)
- 7.5.2** The Registration of a CPE Centre will be renewed when there is a change of CPE Centre Director. This renewal needs to occur within 6 months of the change of CPE Centre Director by addressing Standard 7.4
- 7.5.3** Further reviews of Registration of the centre are not required except by request from ASACPEV

7.6 Change of CPE Centre Director

Upon resignation or retirement of a CPE Centre Director, they need to:

- 7.6.1** Notify R&C of contingency for new CPE Centre Director
- 7.6.2** Remind institution of MOU
- 7.6.3** Ensure institution is aware of role description of Centre Director

7.7 Closure of CPE Centre

When a CPE Centre is to be closed, the Centre Director needs to:

- 7.7.1** Notify ASACPEV R&C
- 7.7.2** Inform R&C of arrangements for supervisory personnel
- 7.7.3** Forward any records to the Chair of R&C for digital archiving
- 7.7.4** Ensure any outstanding fees are finalised

7.8 Completion Review

Upon the resignation or retirement of a CPE Centre Director or the closure of a CPE Centre, the Registration and Certification Committee will invite the Centre Director 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 Centre Director. There will be no fee charged for a completion review.

8. 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.¹

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.²

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

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.

¹ Joan M. Kenny "A Finger pointing to the Moon" (2003) John Garratt Publishing., Mulgrave, Victoria, pp. 175-176.

² This can include patients, clients, church members

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:

- 8.4.1** 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
- 8.4.2** 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
- 8.4.3** 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 behaviour 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 participant³ 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.

³ 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 behaviours. 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 behaviour 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 V111):

- 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 or 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

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 Education Consultant 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 behaviour 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 behaviours.

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 behaviour 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. 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 VIII).

9.1 Lodgement 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.⁴

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 Appendix VI and VIII) and maintaining regular communication with complainant and respondent.

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

⁴ 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.

Officer will provide feedback from 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 Association's 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 Divinity⁵ 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 of 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.

⁵ 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 reason⁶ or notice to attend the Grievance Committee, the Chair of the Grievance Committee has the power to decide how to proceed.

⁶ 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:

- 10.1 Clinical Pastoral Supervisors** are accredited to provide individual supervision for clergy, theological students, chaplains, pastoral practitioners
- 10.2 Clinical Pastoral Educators** are accredited to provide both individual and group supervision for clergy, theological students, chaplains, pastoral practitioners, and CPE supervisors
- 10.3 Clinical Pastoral Education Consultants** are accredited to provide supervision as per Clinical Pastoral Educators, and, in addition, Education in supervision for supervisors and provisional supervisors and CPE supervisors.

NOTE: To be registered by ASACPEV Inc. as willing to provide private supervision as a sole trader in this way, you will be required to initially apply to the ASACPEV Registrar for Registration as a Supervisor in private practice (Sole Trader). The Registrar will send you a link to complete the application form online.

You will require the following documents / information to complete the application form:

1. Your ABN Number
2. Your Certificate of Currency (COC) for combined malpractice, public and products liability insurance. (This insurance is available through Fenton Green. Guidance on this process is available from the ASACPEV Registrar.)
3. Documentation of a Police check provided within the last five years.
4. A photo of your current Working with Children Check
5. A certified copy of your most recent and senior ASACPEV Accreditation as a Clinical Pastoral Supervisor, Clinical Pastoral Educator or Clinical Pastoral Education Consultant.
6. Evidence that you are maintaining a Continuing Professional Development (CPD) log.
7. Optional: Personal information you wish to have published on the ASACPEV and ANZACPE websites advertising your services.

Your Registration will be complete when you receive confirmation from the Registrar.

Your ongoing Registration as a Pastoral Supervisor in private practice will renewed each year at an annual administration cost of \$50 to be paid at the time of renewing your ASACPEV membership.

A supervisory sole trader member is required annually to:

1. Complete the online Annual Declaration form for ASACPEV supervisors as per Standard 9.4 by 31st October, including the section for Sole Traders
2. Maintain a CPD Log Book (Appendix XI) with evidence of having completed 20 hours of professional development per annum. This will include a minimum of:
 - i. Ten hours of individual supervision of the supervisor's supervision, and
 - ii. An additional ten hours comprising:
 - a) participation as a member, Chairperson or presenter of an Accreditation or Review of Accreditation committee
 - b) Active leadership role on the Executive or the Registration and Certification committee of the Association
 - c) presenting papers for a course in Education in Supervision
 - d) presentation to a CPE Group on theology, personality, spirituality
 - e) reading professional papers or publications on supervision, spirituality, personality, theology
 - f) attending workshops

NOTE: All Supervisors are required to keep records of their own hours of CPD including, ten hours of supervision of their supervision and ten hours of CPD, from October 1 – September 30 each calendar year. These may be subject to random audits undertaken on behalf of the ASACPEV Exec.

3. Pay an annual registration fee of \$50 at the time of renewing your membership
4. Provide to the registrar a copy of your Certificate of Currency for Combined Malpractice, Public and Products Liability Insurance covering a current 12 month period
5. If your completed Annual Declaration is not received by the 30th November, your name may be taken from the Register of ASACPEV Sole Traders. No reminders will be sent

Template: Sole Trader 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:**

| | | |
|--------------------------|---|---------------------------|
| <input type="checkbox"/> | Pastoral Supervisor | Date on Certificate _____ |
| <input type="checkbox"/> | Clinical Pastoral Supervisor | Date on Certificate _____ |
| <input type="checkbox"/> | Clinical Pastoral Educator | Date on Certificate _____ |
| <input type="checkbox"/> | Clinical Pastoral Education Consultant | 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.

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 differs 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 and/or the committee members. This is to be done in consultation with the Registration and Certification Committee Chairperson
9. Ensure all candidate's materials are returned and all copies of the presenter's working document are shredded
10. Compile a Chairperson's report with the following:

- 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
11. Forward to the Chairperson of the Registration and Certification Committee at least one week prior to the next scheduled Registration and Certification Committee meeting.
- i The Chairperson's report
 - ii The completed Assessment Tool for Accreditation
12. Chairperson of committee to email treasurer (either ASACPEV or ANZACPE whichever is appropriate) when committee work has been completed to facilitate payments to committee members.

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:

| <i>Time - Minutes</i> | <i>Activity</i> | <i>Comment</i> |
|------------------------------|--|---|
| 5-10 | 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 | The presenter's report is read | The committee identifies and clarifies the issues to be explored with the candidate |
| Up to 60 | The committee engages with the candidate | |
| 30 - 40 | The committee generally meets without the candidate | Committee votes on their decision regarding accreditation and to formulate commendations and recommendations |
| 5 | Candidate rejoins committee | The commendations and recommendations to be made to the Registration and Certification Committee are communicated to the candidate |
| After meeting | Arrange debriefing of the candidate and/or the committee | If required |

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: Chairperson's Report of Committee of review for Accreditation and 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.

Chairpersons 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:**
- **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 inter-change 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 Tools

Assessment Tool for Accreditation of Foundational unit of CPE (Level 1)

Guidelines for Supervisors

| In order to be accredited for a Foundational (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 Completed written requirements | | | |
| 1.5.2 Fulfilled contract responsibilities | | | |
| 1.5.3 Identified and worked towards learning goals | | | |
| 1.5.4 Growing capacity to reflect on spiritual/pastoral care experience | | | |
| 1.6.1 Professional Spiritual/pastoral Care Practice 1.6.1.1 engage in the spiritual/pastoral care of a variety of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds 1.6.1.2 listen reflectively 1.6.1.3 identify a person's spiritual/pastoral needs and attend appropriately 1.6.1.4 initiate spiritual/pastoral caring relationships 1.6.1.5 engage with the inter-disciplinary staff 1.6.1.6 manifest professional resilience 1.6.1.7 function ethically as a spiritual/pastoral care practitioner | | | |

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| <p>1.6.2 Reflective Practice</p> <p>1.6.2.1 articulate, evaluate and reflect in writing (or by a means appropriate to the student's/participant's culture and language ability) on their spiritual/pastoral care practice and its effect on others</p> | | | |
| <p>1.6.2.2 engage in reflective conversation about their spiritual/pastoral care practice with peers and supervisor</p> <p>1.6.2.3 articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their spiritual/pastoral care practice</p> <p>1.6.2.4 reflect upon relationships with their peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self</p> <p>1.6.2.5 use the action reflection model to evaluate progress towards their goals and objectives</p> <p>1.6.2.6 engage in self and peer supervision, i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their CPE supervisor and/or their peer group</p> <p>1.6.2.7 reflect on the ethical considerations associated with spiritual/pastoral care</p> | | | |
| <p>1.6.3 Informed Practice</p> <p>1.6.3.1 reflect upon particular encounters and spiritual/pastoral experiences within a theological/spiritual framework</p> <p>1.6.3.2 reflect upon and evaluate the meaning of the spiritual/pastoral role in relation to their theology/spirituality and their identity as a spiritual/pastoral carer</p> | | | |
| <p>1.6.4 Evolving Practice</p> <p>1.6.4.1 consider and experiment with varied approaches to spiritual/pastoral care</p> <p>1.6.4.2 explore how the insights gained from their theological/spiritual reflection regarding their spiritual/pastoral care experience can be incorporated into subsequent practice</p> | | | |

Assessment Tool for Prospective Advanced (Level 2) CPE Candidates

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

Checklist for beginning Advanced (Level 2) CPE:

1. Does the Advanced (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 Foundation (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 Advanced (Level 2) in the candidate's spiritual/pastoral care practice, their interpersonal relationships with peers and supervisors and in their reflective writing.
3. Does the Advanced (Level 2) candidate have clear goals before the programme begins that reflect Advanced (Level 2) CPE?
4. Can the Advanced (Level 2) candidate provide a professional service of Spiritual/Pastoral Care and relate professionally to interdisciplinary colleagues?
5. Is there evidence that the Advanced (Level 2) candidate can report clearly and reflect on their spiritual/pastoral practice and evaluate its strengths and limitations?
6. Are there signs that the Advanced (Level 2) candidate can relate spiritual/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 Advanced (Level 2) candidate hear and integrate constructive feedback and criticism from their peers and supervisor?
8. Has the Advanced (Level 2) candidate read and do they understand the requirements of an Advanced (Level 2) unit.

Assessment Tool for Accreditation of Advanced CPE unit (Level 2)

Guidelines for Supervisors

| In order to be accredited at Advanced (Level 2) of CPE a Candidate shall demonstrate competencies in the following: | Does not meet the Standard | Meets the Standard | Exceeds the Standard |
|---|----------------------------|--------------------|----------------------|
| <p>3.3 Professional Practice</p> <p>3.3.1 provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective spiritual/pastoral care of a variety of people with their unique experiences, whilst taking into account their cultural, religious/spiritual and social backgrounds</p> <p>3.3.2 offer consistent respect for the people's spiritual/pastoral needs through the use of various spiritual/pastoral skills, including listening/attending, empathic reflection, confrontation/conflict resolution, crisis management, and appropriate use of religious/spiritual resources</p> <p>3.3.3 assess spiritual/pastoral needs and to provide an effective spiritual/pastoral response, (including during critical incidents), whilst maintaining a clear spiritual/pastoral care identity</p> <p>3.3.4 work effectively with multidisciplinary staff, and in stressful situations, care for others and self</p> <p>3.3.5 manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication</p> <p>3.3.6 demonstrate a mutual respect and working alliance with CPE peers, and with spiritual/pastoral care professionals and/or professionals from other disciplines</p> <p>3.3.7 identify ethical principles in relation to spiritual/pastoral situations</p> | | | |

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| <p>3.4 Reflective Practice</p> <p>3.4.1 evaluate and articulate:</p> <p>a) the quality of spiritual/pastoral care provided</p> <p>b) relationships with peers, supervisors and professional colleagues</p> <p>c.) progress towards goals and objectives</p> <p>3.4.2 engage in self-supervision and peer supervision within the CPE Unit</p> <p>3.4.3 identify and articulate a preferred spiritual/pastoral care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative spiritual/pastoral care styles and interventions</p> <p>3.4.4 reflect on the ethical considerations associated with spiritual/pastoral care and function ethically as a spiritual/pastoral care practitioner</p> | | | |
| <p>3.5 Informed Practice</p> <p>3.5.1 articulate an understanding (whilst referencing theory) of their spiritual/pastoral care role i.e. an understanding that is congruent with personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's spiritual/pastoral needs</p> <p>3.5.2 identify general spiritual/pastoral principles from the detail of individual conversations, engagements and case studies</p> <p>3.5.3 consider and explore particular engagements and, with the insights gained, be able to affirm, reframe or challenge one's existing theological/spiritual understanding</p> <p>3.5.4 explore and articulate how any particular situation might inform future spiritual/pastoral care practice</p> <p>3.5.5 engage in group and relational processes (including conflict) and explore the theological/spiritual and conceptual issues arising from these processes</p> | | | |

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|---|--|--|--|
| <p>3.6 Evolving Practice</p> <p>3.6.1 incorporate new learning into subsequent spiritual/pastoral care practice and professional relationships, and then evaluate the impact of this changed practice</p> <p>3.6.2 consider alternative approaches to spiritual/pastoral care practice, use a variety of spiritual/pastoral stances with people, and develop a range of strategies</p> | | | |
| <p>Comments</p> | | | |

Assessment Tool for Accreditation of a Clinical Pastoral Supervisor

| In order to be accredited as a Clinical Pastoral Supervisor, a candidate shall demonstrate the following minimum requirements: | Does not meet the Standard | Meets the Standard | Exceeds the Standard |
|---|----------------------------|--------------------|----------------------|
| <p>4.4.1 Administrative Awareness and Competence</p> <p>4.4.1.1 organise and manage the learning covenant with the students/participants supervised</p> <p>4.4.1.2 be aware of the distinction between administrative and supervisory issues and how these can be creatively managed</p> | | | |
| <p>4.4.2 Interpersonal Awareness and Competence</p> <p>4.4.2.1 reflect on group and interpersonal interactions and how to creatively use them for learning</p> <p>4.4.2.2 reflect on the function</p> | | | |
| <p>4.4.3 Intrapersonal Awareness and Competence</p> <p>4.4.3.1 reflect on the supervisory relationship and acknowledge your own contribution to the supervisory events</p> <p>4.4.3.2 reflect on and learn from the supervisory process and use those learnings for self-growth</p> | | | |
| <p>4.4.4 Supervisory Awareness and Competence</p> <p>4.4.4.1 model, articulate and evaluate the spiritual/pastoral care role in a professional context</p> | | | |

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| <p>4.4.4.2 utilise personal qualities, experiences and self-awareness within the art of supervision</p> <p>4.4.4.3 be aware of each students'/participants' individual histories, psychological patterns and learning styles in order to facilitate their learning</p> <p>4.4.4.4 challenge students/participants to take responsibility for their own learning and to claim their own spiritual/pastoral and personal identity and resources</p> <p>4.4.4.5 utilise a variety of supervisory strategies and interventions</p> | | | |
| <p>4.4.5 Identity Development Competence</p> <p>4.4.5.1 draw from students/participants what is necessary for the development of their spiritual/pastoral identity and professional self-worth, and use students'/participants' written materials and other presentations in this process</p> | | | |
| <p>4.4.6 Theological/Spiritual Awareness and Competence</p> <p>4.4.6.1 explore how their theology/ spirituality informs, enlightens or challenges their supervisory identity and vice versa</p> <p>4.4.6.2 assist CPE participants to consider how their theological/spiritual framework informs their pastoral practice and identity and vice versa</p> | | | |
| <p>Comments</p> | | | |

Assessment Tool for Accreditation of a Clinical Pastoral Educator

| In order to be accredited as a Clinical Pastoral Educator, a candidate shall demonstrate the following minimum requirements: | Does not meet the Standard | Meets the Standard | Exceeds the Standard |
|---|----------------------------|--------------------|----------------------|
| <p>5.6.1 Administrative Awareness and Competence (AA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.1.1 Plan and implement a unit of CPE, including creation of a programme timetable that incorporates educational principles for experiential learning, recruitment and placement of students/participants for clinical experience, budgeting, negotiation with internal and external parties and maintenance of records</p> <p>5.6.1.2 Integrate the use of a variety of resources within a CPE unit. These resources may include inter-disciplinary staff, placement staff, community resources and theological/spiritual consultants</p> | | | |
| <p>5.6.2 Interpersonal Awareness and Competence(leA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.2.1 Relate empathically and professionally with colleagues, co-supervisors, peers, students/participants, authorities, and faith communities; and to articulate and evaluate these relationships</p> <p>5.6.2.2 Engage in relationships which recognise and value differing cultural and spiritual traditions, drawing on appropriate resources to clarify differences</p> <p>5.6.2.3 Identify interpersonal dynamics present in CPE groups and make use of these to develop the group learning environment</p> <p>5.6.2.4 Engage with members of other disciplines within the training context</p> <p>5.6.2.5 Engage with ASACPEV and ANZACPE colleagues</p> <p>5.6.2.6 Practice ethically and professionally within all aspects of supervisory practice and within ASACPEV's Code of Ethics</p> | | | |

| | | | |
|--|--|--|--|
| <p>5.6.3 Intrapersonal Awareness and Competence (IA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.3.1 Reflect on and evaluate the impact of one’s own behaviours, affective experiences, attitudes, values and beliefs on others within the CPE context</p> <p>5.6.3.2 Reflectively engage with new experiences and professional development to enhance emotional intelligence, personal and professional integrity, and spiritual integration</p> <p>5.6.3.3 Seek supervision, consultation or therapy as required in order to enhance self-awareness</p> | | | |
| <p>5.6.4 Supervisory Awareness and Competence (SA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.4.1 Articulate an understanding of the professional role of a Clinical Pastoral Educator</p> <p>5.6.4.2 Utilise the experiences, attitudes, values, beliefs, cultures and learning styles of students/participants to facilitate learning within CPE</p> <p>5.6.4.3 Understand and articulate the processes of group formation, development and functioning</p> <p>5.6.4.4 Facilitate a group dynamic that offers students/participants a balance of both safety and challenge and which promotes self-responsibility for learning and the development of a unique pastoral/spiritual identity</p> <p>5.6.4.5 Recognise the impact of the dynamics of projection, parallel process and resistance in group supervision and utilise appropriate supervisory strategies and interventions in order to address these dynamics</p> <p>5.6.4.6 Articulate, discern, and utilise appropriate supervisory strategies and interventions for effective group and individual supervision</p> <p>5.6.4.7 Where appropriate, co-ordinate, supervise and direct the work of others within a CPE Unit e.g. Provisional/Clinical Pastoral Supervisors</p> | | | |

| | | | |
|--|--|--|--|
| <p>5.6.5 Educational Awareness and Competence (EA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.5.1 Conceptualise and articulate a philosophy of education and supervision that underpins the applicant's supervisory practice, recognising the influences of various established educational theorists</p> <p>5.6.5.2 Integrate educational and supervisory theories within supervisory practice and evaluate their effectiveness</p> <p>5.6.5.3 Employ diverse teaching and learning strategies, identifying and accommodating individual learning needs</p> <p>5.6.5.4 Recognise all aspects of the CPE experience as opportunities for learning and education</p> <p>5.6.5.5 Demonstrate an ongoing commitment to professional supervisory formation through participation in professional development within and beyond ANZACPE</p> | | | |
| <p>5.6.6 Theological / Spiritual Awareness (TA)</p> <p>This means demonstrating a consistent and integrated capacity to:</p> <p>5.6.6.1 Conceptualise and articulate the theology/spirituality/philosophy of supervision which informs and underpins the candidate's supervisory practice.</p> <p>5.6.6.2 Reflect theologically/spiritually/philosophically on personal and professional experiences and demonstrate the integration of one's own theology/spirituality/philosophy within supervisory practice.</p> <p>5.6.6.3 Facilitate CPE students/participants to reflect theologically / spiritually / philosophically on their experience in the context of their pastoral/ spiritual practice.</p> | | | |

| COMMENTS | | | |
|--------------------------------------|--|--|--|
| Engagement with the Committee | | | |

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 Education Consultant

| In order to be accredited as Pastoral Supervisor, a Candidate shall demonstrate competencies in the following: | Does not meet the Standard | Meets the Standard | Exceeds the Standard |
|--|----------------------------|--------------------|----------------------|
| <p>6.11.1 Administrative Awareness</p> <p>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</p> | | | |
| <p>6.11.2 Interpersonal Awareness and Competence</p> <p>6.11.2.1 Ability to relate pastorally and with authority to students and supervisors to whom responsibility for pastoral practice, pastoral supervision, and clinical supervision is delegated</p> <p>6.11.2.2 Accountability to the Association to ensure the standards of the Association are maintained in the conduct of CPE programmes</p> <p>6.11.2.3 Ability to coordinate multiple courses conducted simultaneously in one centre, region or organisation</p> <p>6.11.2.4 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</p> | | | |

| | | | |
|---|--|--|--|
| <p>6.11.3 Intrapersonal Awareness and Competence</p> <p>Capacity to take appropriate responsibility for ongoing intrapersonal development</p> | | | |
| <p>6.11.4 Educational Competence</p> <p>6.11.4.1 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</p> <p>6.11.4.2 Ability to disseminate state of the art information to students, supervisors and peers in the areas of pastoral practice, theology, pastoral and clinical supervision</p> <p>6.11.4.3 Ability to apply the findings of research relevant to Clinical Pastoral Education</p> <p>6.11.4.4 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</p> | | | |
| <p>6.11.5 Theological/Spiritual Awareness</p> <p>6.11.5.1 Ability to conceptualise and synthesise theological/spiritual frameworks with contemporary social sciences and the practice of Clinical Pastoral Education</p> <p>6.11.5.2 Awareness of the critical interrelatedness of spiritual development and orientation, in pastoral and supervisory formation</p> | | | |

Appendix III - 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 spiritual/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 spiritual/pastoral care even if both parties are single adults. A sexual relationship between a CPE participant and recipient of their spiritual/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 spiritual/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 spiritual/pastoral care. Being a relative or friend for example, can bring a lack of clarity to the spiritual/ 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 spiritual/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 spiritual/pastoral care. All spiritual/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. Spiritual/Pastoral practitioners, supervisors and participants in CPE programs can receive professional supervision of their clinical work whilst respecting the privacy of individuals as:

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

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 the *(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 IV - Mediation Process Guidelines

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

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>

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 V - Grievance Notification Form

Details of Person making this report:

Family name:

First Name:

Contact Number:

Email:

CPE Centre:

Respondent of Grievance:

Family name:

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.

Full name

Signature

Date

Appendix VI - Grievance Officer Checklist

| Action | 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 VII - 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 9.5.8. – (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.

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.

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/respondent 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

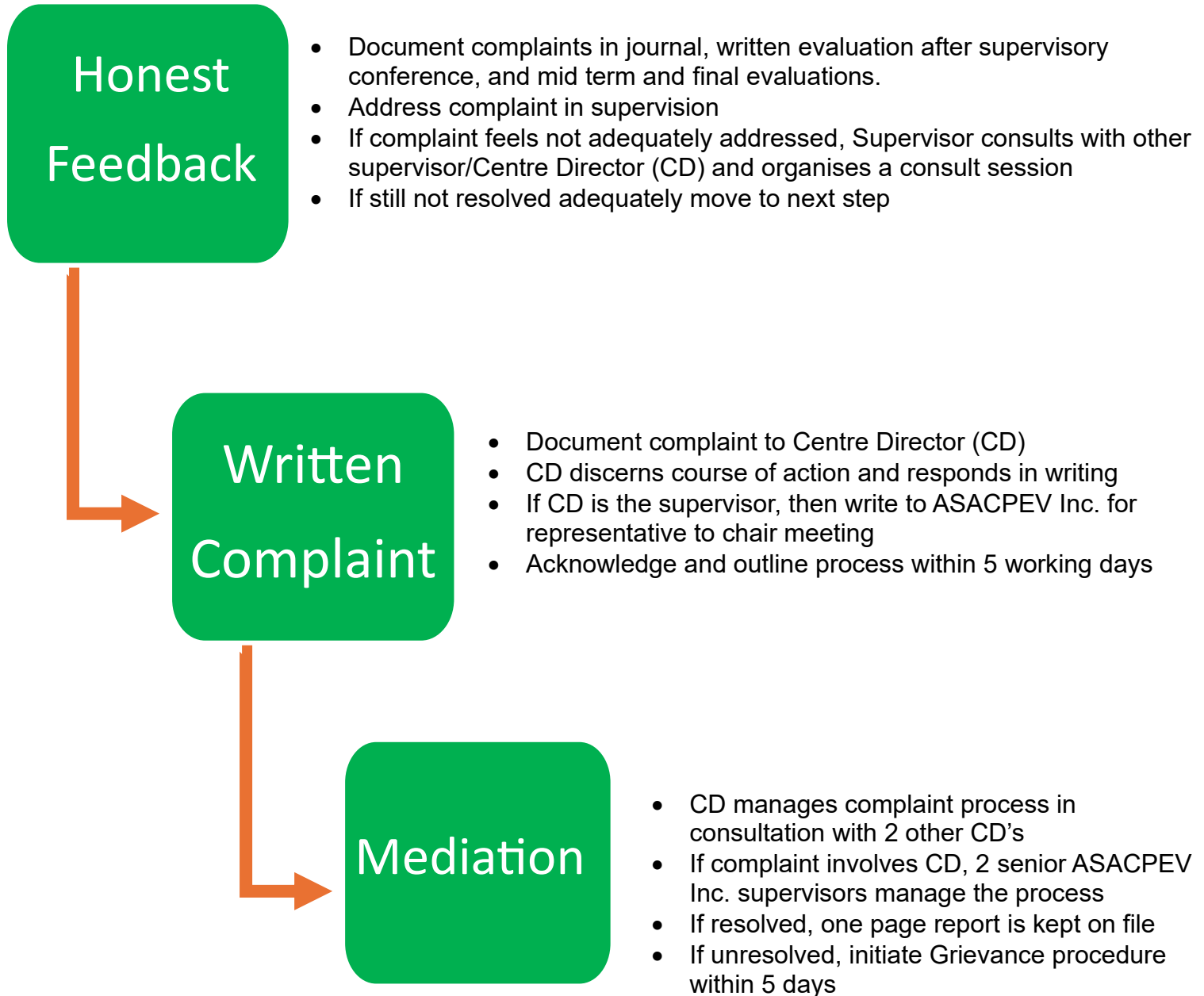
Whether the parties meet separately or together, it will be important for the Committee to conclude the meeting on a positive note. Thanking the parties and their support people for engaging with the process, reassuring them that the process is confidential and encouraging them to maintain confidentiality, 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.

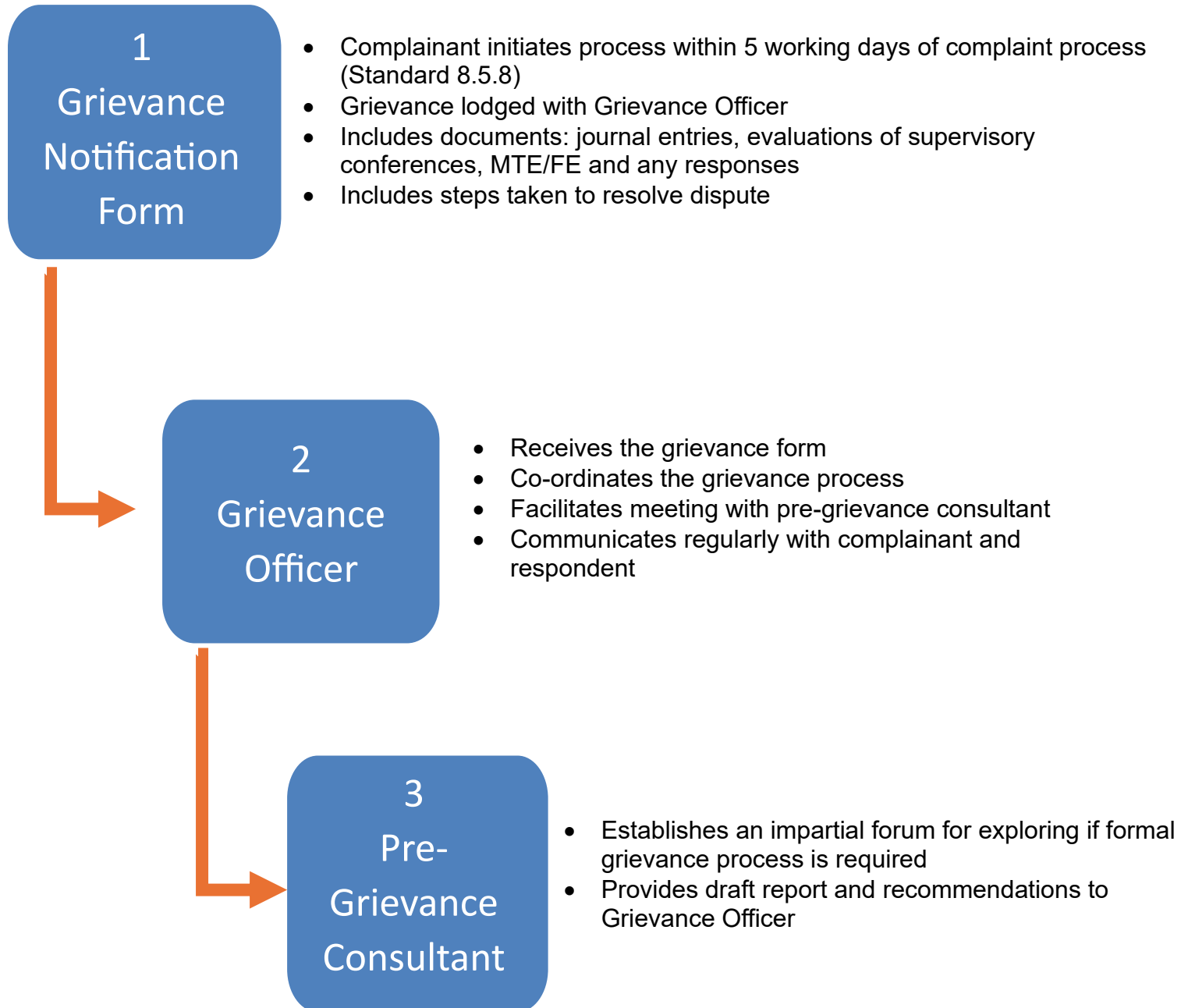
Appendix VIII - Flow Chart of Complaint Process

- ASACPEV Inc. Standard 8.5.8



Appendix IX - Flow Chart of Grievance Process

- ASACPEV Inc. Standard 9



4

Grievance Officer

- Provides feedback from Report to complainant and ASACPEV Inc. Executive, and recommends process going forward
- Notifies ASACPEV Inc. Insurer
- Forms Grievance Committee if complainant decides to proceed
- Ensures both parties have independent support if required

5

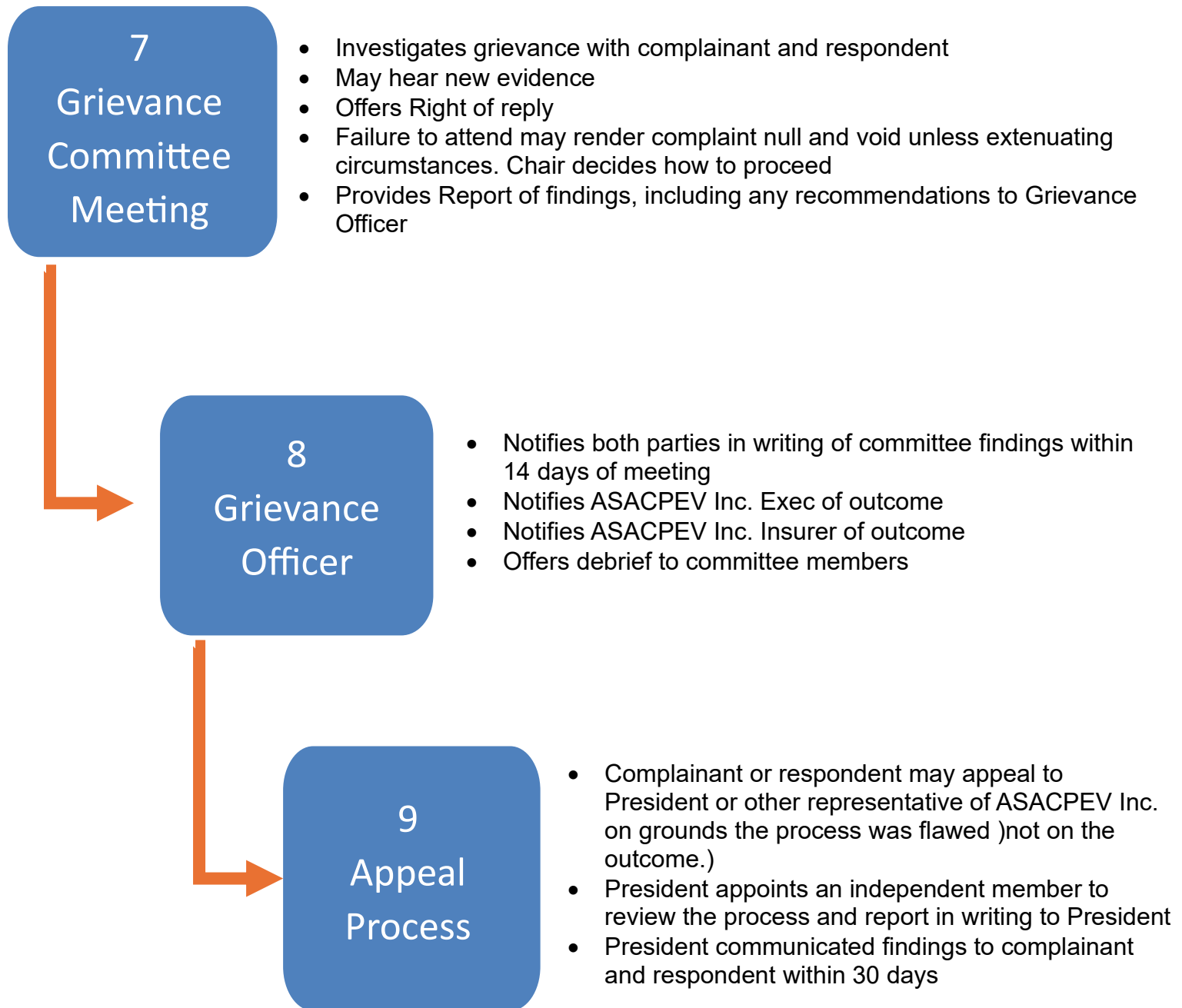
Grievance Committee

- Membership:
 - Grievance Officer recommends chair
 - ASACPEV Inc. supervisors and/or University of Divinity representatives
 - Grievance Office NOT on committee
- Examines grievance, decides if justified and if so what action shall be taken to resolve it
- Provides grievance notification form to respondent
- Respondent's response provided to committee within 10 working days

6

Preliminary meeting of Grievance Committee

- Reviews all documentation and prior mediation process (complainant, responded and grievance office not present)
- Accepts, rejects or refers back for further information/clarification, with reasons. Decision to reject is final
- Complainant and responded notified of decision
- If rejection, committee may refer wither part to consultant (3 sessions)
- If accepted, committee meets within 5 working days





Appendix XI - Supervisor Declaration Form

All ASACPEV Inc supervisors are required to be in supervision for at least 10 hrs per year according to the relevant section in the Standards (4.14 Level 1; 5.16.2 Level 2; 6.13 Level 3). **NOTE:** The required hours for supervisors in training is higher.

Facilitated group supervision hours count for half individual hours (e.g. two hours of group supervision count for one-hour individual supervision). **NOTE:** Hours of group supervision during Education in Supervision Training are not included.

If you do not have the hours required, please include a letter of explanation.

I _____ (*name of supervisor*) hereby declare that
_____ (*name of supervisee*) has undertaken
_____ (*insert number of hours*) with me during the recent 12 month period 1
October to 30 September

I declare that, to the best of my knowledge, _____ (*name of
supervisee*) is practicing competently and ethically.

My supervisor accreditation and qualifications are _____

Years of experience (of Supervisor) _____

Address: _____

Email: _____

Telephone: _____

Signature: _____ Date: _____

Appendix XII - Consent Form re De-identifying Personal Information

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's Name

Supervisor in training in this centre's Name

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.

Signature: _____

CPE Centre Director

Date

Appendix XIII - Suggested Interview/Referee Questions

For applicants seeking to complete a unit of Clinical Pastoral Education in an ASACPEV inc. accredited CPE centre.

The following questions may offer a way into exploring a CPE Applicants readiness to commence a unit of CPE, including those questions that might also be asked of Referees. This list is not intended to be exhaustive, but rather, a guide for CPE Centres engaged in selection of applicants for CPE Unit(s).

Broad areas for consideration are:

- a) Applicant's knowledge and understanding of what is entailed in a CPE Unit?
- b) What research has been undertaken by the applicant before deciding on this particular CPE unit/Centre?
- c) Applicants preferred learning style and/or any limitation(s) we need to be aware of in supporting a best possible experience of CPE
- d) Is there anything else we need to know? (e.g. police record, health issues etc).

Questions might include (varied as to whether it is an applicant or referee):

a) Applicant's knowledge and understanding of what is entailed in a CPE Unit?

- Why has 'the candidate sought to complete a CPE unit?
- Is candidate aware of the commitment required to compete a CPE unit?
- CPE requires organisational skills and the time and ability to engage in intentional reflective practice. How do you manage competing priorities yourself?
- What would it be like for you to write a reflective journal each week to submit to your supervisor?
- How does the candidate work with action/reflection and exploration of outcome within a group setting?
- What does reflective practice mean to you?
- Can you tell us about a time when you grew in your emotional resilience?
- What do you feel might be the difference between supervision and counselling?

b) What research has been undertaken by the applicant before deciding on this particular CPE unit/Centre?

- What do you know of the CPE program – (this is to check applicant has read standards etc)
- What does applicant know about placement site (e.g. RMH/PMCC/Ep etc)?
- What learning goals would you be seeking at this early stage?
- Are you aware of the need to complete orientation program of the institution?
- Confidentiality and privacy legislation?

c) Applicants preferred learning style and/or any limitation(s) we need to be aware of in supporting a best possible experience of CPE

- Is there anything else we need to know that might improve applicant's CPE experience?

- What does adult education mean to you?
- What is your learning style? or What helps you to learn? Can you give us an example of a learning experience that worked well for you?
- How do you feel about being part of a peer group of adult learners?
- How do you respond to feedback? How would you like it to be offered?
- What is applicant's preferred Learning style?
- How well does applicant work in a group setting?

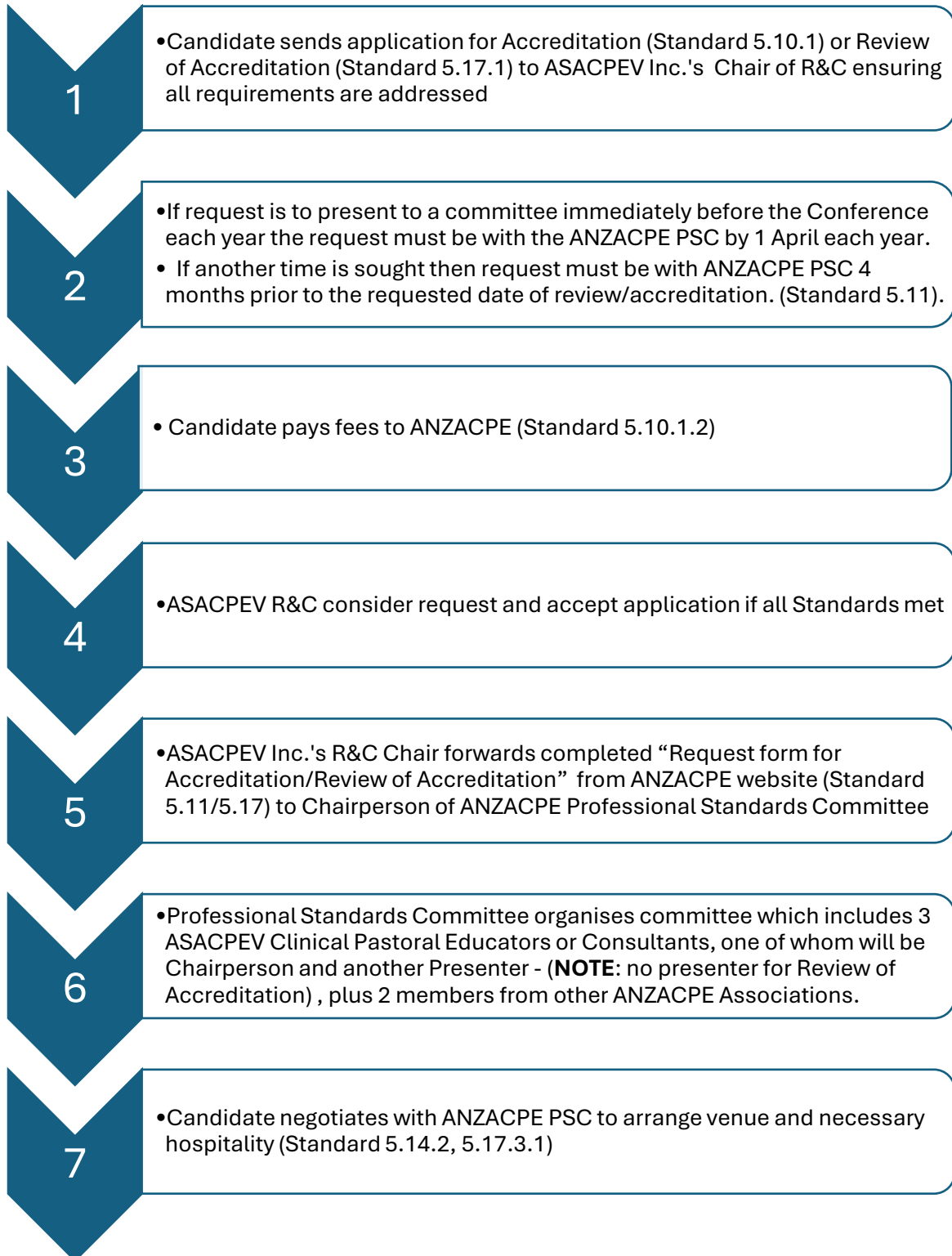
d) Is there anything else we need to know? (e.g. police record, health issues etc)

- Is there anything we need to know that might prevent you from completing the CPE unit in the allocated time?
- Is there anything in your history we need to know about which may have bearing on your proposed placement?" This will assist our discernment as to the most suitable alternative placement in the event any change is needed. This question supplements any Formal checks ('Working with Children'/'Police Checks') required by the placement setting".

Appendix XIV - CPed Accreditation Process Flow Chart

Accreditation/review process for Clinical Pastoral Educator – Standards 5.10/5.17

Request for Accreditation/Review of Accreditation



Post Committee Process

