ASACPEV

ASSOCIATION FOR SUPERVISED AND CLINICAL PASTORAL EDUCATION IN VICTORIA INC.

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

(Formally known as ASPEA Inc.)

STANDARDS FOR CLINICAL PASTORAL EDUCATION

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CLINICAL PASTORAL EDUCATION
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 pastoral/spiritual 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 pastoral/spiritual care within an appropriate setting. This care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The reflection component entails the exploration, articulation and integration of the pastoral/spiritual carer's 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 pastoral/spiritual 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 pastoral/spiritual 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 pastoral/spiritual care, small group supervision/interaction and personal individual supervision in an integrated programme of experiential and theoretical education.

1.2 Requirements and assessment

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

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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.

Minimum requirements for the satisfactory completion of a CPE unit.

1.3 Required Hours

A CPE unit can be completed over a minimum of ten weeks or a maximum period of forty-four weeks. The course co-ordinator shall ensure that each CPE unit includes a minimum total of 400 hours of supervised learning in pastoral/spiritual 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 at least **one hundred** hours is the actual face to face practice of spiritual/pastoral care. This actual practice of pastoral/spiritual care primarily occurs in the pastoral conversation and engagement with individuals and groups. The remaining 100 hours may be spent observing others offering pastoral/spiritual care, preparing and delivering pastoral/spiritual rituals/services, debriefing, inter-disciplinary conferring, collegial conferring, self-care following a particularly challenging encounter, writing

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notes regarding a pastoral/spiritual 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 Presentations:

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 pastoral/spiritual 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 pastoral/spiritual care practice, individual and peer group supervision as set out in 1.3 and fulfilled the written requirements as set out in 1.4;

1.5.2 established a contract with the individual centre and fulfilled its requirements so that both participant and Centre Director are clear about issues of authorisation and accountability;

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1.5.3 identified and worked towards strategic learning goals mutually acceptable to the participant and the supervisor;

1.5.4 a growing capacity to critically reflect upon their experience of providing pastoral/spiritual care;

1.6 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 Pastoral/Spiritual Care Practice.**
Demonstrates the capacity to:

1.6.1.1 engage in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds

1.6.1.2 listen reflectively

1.6.1.3 identify a person's pastoral/spiritual needs and attend appropriately;

1.6.1.4 initiate pastoral/spiritual caring relationships;

1.6.1.5 engage with the inter-disciplinary staff;

1.6.1.6 manifest professional resilience

1.6.1.7 function ethically as a pastoral/spiritual care practitioner

1.6.2 **Reflective Practice**
Demonstrates the capacity to:

1.6.2.1 articulate, evaluate and reflect in writing (or by a means appropriate to the student’s/participant’s culture and language ability) on their pastoral/spiritual care practice and its effect on others;

1.6.2.2 engage in reflective conversation about their pastoral/spiritual care practice with peers and supervisor;

1.6.2.3 articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their pastoral/spiritual care practice;

1.6.2.4 reflect upon relationships with their peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self

1.6.2.5 use the action reflection model to evaluate progress towards their goals and objectives;

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1.6.2.6 engage in self and peer supervision, i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their CPE supervisor and/or their peer group.

1.6.2.7 reflect on the ethical considerations associated with pastoral/spiritual care

1.6.3 **Informed Practice**
Demonstrates the capacity to:

1.6.3.1 reflect upon particular encounters and pastoral/spiritual experiences within a theological/spiritual framework;

1.6.3.2 reflect upon and evaluate the meaning of the pastoral/spiritual role in relation to their theology/spirituality and their identity as a pastoral/spiritual carer;

1.6.4 **Evolving Practice**
Demonstrates the capacity to:

1.6.4.1 consider and experiment with varied approaches to pastoral/spiritual care

1.6.4.2 explore how the insights gained from their theological/spiritual reflection regarding their pastoral/spiritual care experience can be incorporated into subsequent practice

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2 Advanced Clinical Pastoral Education (Level 2)

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation and professional competency and may include the intention to seek professional development in a pastoral/spiritual specialisation. Certification of a Unit of Clinical Pastoral Education at Advanced Level recognises that the candidate is competent to engage in pastoral/spiritual care practice that is informed by the experiential cycle of learning. The four phases of this cycle include professional practice, reflective practice, pastoral and theological/spiritual conceptualisation, and active 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 pastoral/spiritual care identity, be competent in pastoral/spiritual care practice, be able to constructively engage in peer relationships and interdisciplinary consultation, and engage effectively in the action-reflection model of learning.

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.

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 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.

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2.2 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 2.7.

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:

2.3 Professional Practice

Demonstrates the capacity to:

2.3.1 provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, religious/spiritual and social backgrounds;

2.3.2 offer consistent respect for the people's pastoral/spiritual needs through the use of various pastoral/spiritual skills, including listening/attending, empathic reflection, confrontation/conflict resolution, crisis management, and appropriate use of religious/spiritual resources;

2.3.3 assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response, (including during critical incidents), whilst maintaining a clear pastoral/spiritual care identity;

2.3.4 work effectively with multidisciplinary staff, and in stressful situations, care for others and self

2.3.5 manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication;

2.3.6 demonstrate a mutual respect and working alliance with CPE peers, and with pastoral/spiritual care professionals and/or professionals from other disciplines

2.3.7 identify ethical principles in relation to pastoral/spiritual situations

2.4 Reflective Practice

Demonstrates the capacity to:

2.4.1 evaluate and articulate;
a). the quality of pastoral/spiritual care provided,
b) relationships with peers, supervisors and professional colleagues
c) progress towards goals and objectives;

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2.4.2 engage in self-supervision and peer supervision within the CPE Unit;

2.4.3 identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative pastoral/spiritual care styles and interventions.

2.4.4 reflect on the ethical considerations associated with pastoral/spiritual care and function ethically as a pastoral/spiritual care practitioner

2.5 Informed Practice

Demonstrates the capacity to: -

2.5.1 articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs;

2.5.2 identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies;

2.5.3 consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's existing theological/spiritual understanding;

2.5.4 explore and articulate how any particular situation might inform future pastoral/spiritual care practice;

2.5.5 engage in group and relational processes (including conflict) and explore the theological/spiritual and conceptual issues arising from these processes

2.6 Evolving Practice

Demonstrates the capacity to:-

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

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

2.7 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

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can be presented three days prior to the meeting should this document not be available at the distribution time of the written materials.

The required written materials include:

2.7.1 a brief statement of request to the Committee;

2.7.2 a report of a pastoral/spiritual care conversation or engagement that includes verbatim evidence, resources used with a person or persons, any ritual used, and an evaluation of the pastoral/spiritual care given;

2.7.3 a comprehensive case study and evaluation of pastoral/spiritual care practice with one particular person or family; or the development of a pastoral/spiritual theme over a number of encounters;

2.7.4 an essay, not exceeding 2,000 words, on a subject demonstrating the ability to reflect upon a single case or selection of cases, in a manner that shows integration of theology/spirituality with pastoral/spiritual care practice;

2.7.5 Final Evaluation for the CPE Unit.

2.7.6 **Appendix**

i. Include Final Evaluations of other CPE Units,

ii. An updated autobiographical statement, including an account of the candidate's spiritual journey and development,

iii. A copy of this document (Advanced CPE Guidelines)

iv. When the Candidate has conducted their clinical practice in a context other than the Centre, a letter of support from their Pastoral Administrator.

2.8 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.

2.8.1 The Committee shall consist of:

2.8.1.1 the Candidate's supervisor

2.8.1.2 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

2.8.1.3 a representative from the Candidate's practical placement (NB a CPE supervisor may fulfil this role)

2.8.1.4 a representative from the Candidate's spiritual tradition (NB a CPE supervisor may fulfil this role)

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2.8.2 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.

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

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3 Specialist Unit Clinical Pastoral Education

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

3.1 Pre-requisites

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

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

3.2 Unit Sequence

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

3.3 Competencies of a CPE Specialist Unit

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

3.3.1 development of learning goals which identify learning edges in a specialist area

3.3.2 demonstrate the ability to initiate, develop and conclude spiritual care interactions in the specialist area

3.3.3 identify and respond to a person’s spiritual needs and resources in their specific context

3.3.4 demonstrate a sustained capacity to engage with inter-disciplinary staff within the specialist context

3.3.5 reflect upon their experience of pastoral/spiritual care in writing with a group of peers and with their supervisor

3.3.6 articulate an understanding of spiritual and theological frameworks in their encounters

3.3.7 demonstrate how the insights gained from theological/spiritual reflection can be incorporated into current and future pastoral/spiritual care practice

3.3.8 articulate their identity and style of practice as a pastoral/spiritual carer appropriate to the specialist area

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3.4 Requirements and Assessment

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

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

The assignment combines two elements:.
Part A comprises of the case study (2500 words)
Part B is the essay offering a broader perspective of work within the specialist context (1500 words)

3.4.3 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.

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

Registration and Certification Committee 2021

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4.1 **Prerequisites for entry to Provisional Pastoral Supervisor** The pastoral/spiritual practitioner who is discerning a vocation as a supervisor in Clinical Pastoral education will enter into discussions with their CPE Centre Director 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 been attested as in good standing for pastoral/spiritual practice and understand and are committed to the "Code of Ethics" for Pastoral, Ministry or Spiritual Care Practice of the recognized Religious, Faith or Spiritual
Community to which they belong;

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.** Candidates may request equivalency from other tertiary studies involving group and individual supervised pastoral/spiritual 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 pastoral/spiritual carer and receiving regular professional supervision, or be actively involved in the Executive or a Committee of the Association;

4.1.5 gained a degree in Theology or have registered their two units of CPE, towards a bachelor degree or graduate diploma in theology, or studies recognised as equivalent by the University of Divinity. The candidate is also to be actively pursuing further theological studies at a tertiary level. Where the candidate for supervisory training comes from a major world faith or spiritual tradition other than Christianity, she or he, prior to commencing as a provisional Clinical Pastoral Supervisor shall have successfully completed study in that tradition and practice, equivalent to the number of hours of two units of a Bachelor of Theology. The peak body of that tradition in Australia must recognise the form and content of this study. The candidate shall also demonstrate their active pursuit of further studies in that tradition at tertiary or equivalent level;

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

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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 pastoral/spiritual carer, their readiness to begin the experience as a Provisional Clinical Pastoral Supervisor, their awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by 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;

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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 pastoral/spiritual carer over a seven-day period. The report of no more than 2500 words should include: -

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

4.2.4.9 An evaluation of any tensions experienced between pastoral/spiritual, 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 pastoral/spiritual care encounter of particular note, including theological/spiritual reflection of the encounter

OR

4.2.4.13 A comprehensive report and critical evaluation of the pastoral/spiritual care of one person/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 pastoral/spiritual 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 pastoral/spiritual issues were negotiated;

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

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

4.2.4.18 A theological/spiritual reflection on this evaluation.

4.3 Registration with 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:

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4.4.3.1 reflect on the supervisory relationship and to acknowledge your own contribution to the supervisory events

4.4.3.2 reflect on and learn from the supervisory process and use those learnings for self-growth

4.4.4 **Supervisory Awareness and Competence**
This means demonstrating a consistent and integrated capacity to:

4.4.4.1 model, articulate and evaluate the pastoral/spiritual care role in a professional context

4.4.4.2 utilise personal qualities, experiences and self-awareness within the art of supervision

4.4.4.3 be aware of each students'/participants' 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 pastoral/spiritual identity and professional self-worth, and to use students'/participants' written materials and other presentations in this process

4.4.6 **Theological/Spiritual Awareness and Competence**
This means demonstrating a consistent and integrated capacity to:

4.4.6.1 explore how your theology/ spirituality informs, enlightens or challenges your supervisory identity and vice versa

4.4.6.2 assist CPE participants to consider how their theological/spiritual framework informs their pastoral practice and identity and vice versa

4.5 RESPONSIBILITIES OF A PROVISIONAL CLINICAL PASTORAL SUPERVISOR

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

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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.**

Training Requirements

4.5.1.1 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.

4.5.1.2 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.

Responsibilities as a Provisional Clinical Pastoral Supervisor Within a CPE Unit, a Provisional Clinical Pastoral Supervisor is responsible for:

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

4.5.1.4 the individual supervision of selected CPE students/participants

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

4.5.1.6 working cooperatively with the Course Co-ordinator

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

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

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

4.5.1.10 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:

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

4.5.1.12 participate in the life of ASACPEV Inc eg programs of in-service, attendance at workshops/conferences

4.5.2 **Reflective Observation in Clinical Pastoral Supervision.**

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

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

4.5.2.3 Provisional Clinical Pastoral Supervisors must receive at least 10 hours of supervision from an Accredited Clinical Pastoral Educator (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.

Attention will be given to:

1) developing pastoral/spiritual identity in CPE participants,
2) identifying learning needs and setting appropriate goals and objectives for supervision,
3) initiating, developing and concluding the supervisory alliance, 4) choices in supervisory stance and methodology, 5) discerning teaching priorities and boundaries.
6) developing the art of giving and receiving effective feedback,
7) working with a hermeneutic of trust versus a hermeneutic of suspicion,
8) exploring the role of transference, counter transference and the parallel process in supervision,
9) use of creative writing and imagery,
10) methods of self-supervision,
11) exploring the complexity of confidentiality and privacy,
12) discernment of supervision from other disciplines such as spiritual direction, counselling or psychotherapy
13) supervising within multi-cultural and interfaith contexts

4.6 Evaluation of each Unit of Training

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

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

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

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

4.7.2 Completing 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 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.

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 Evidence of current good standing for pastoral/spiritual practice in the recognised Religious, Faith or Spiritual Community to which they belong.

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.

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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:

The Dissertation will include:-

4.9.1 **A 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 marriages, developing formation as a partner, responsible parent and grandparent. iii) spiritual or religious development and emerging interest in a career in pastoral or spiritual care of others. iv) the final section of this paper will require the candidate to take a step back from themselves and write a theological/spiritual reflection upon the life story that has been shared.

4.9.3 **Paper 2 Comprehensive report and critical evaluation of the candidate's actual supervision of one CPE student/participant** (3000 words max)
The candidate will report on and critically evaluate their supervision of 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 modeling of pastoral/spiritual care and how this contributed to the development of the CPE student/participant's pastoral/spiritual competency;

4.9.3.7 the candidate's recommendations to the CPE student/ participant during and after 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 pastoral/spiritual identity.

4.9.3.10 A copy of the CPE student/participant's final evaluation

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4.9.4 **Paper 3**: **The Candidate's Theological/Spiritual/Philosophical World View Perspective** (3000 words max) in which the candidate explores their theological/spiritual/philosophical world view perspective in relation to their practice of Clinical Pastoral supervision. This paper needs to be grounded in specific supervisory experiences and include an exploration of how the candidate's theology/spirituality/philosophy informs, enlightens or challenges their supervisory identity or vice versa

4.9.5 **Paper 4**: **Learning as a Supervisor** (3000 words max) in which the candidate describes the concepts and themes discovered in their experience of being a Provisional Clinical Pastoral Supervisor, plus the experience of receiving supervision and training as a Provisional Clinical Pastoral Supervisor. In preparing to write this paper it will be helpful for the candidate to review the reports written at the conclusion of each unit (4.6.1, 4.6.2, 4.6.3), plus the 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** will include.

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

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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 a 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. 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.

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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 pastoral/spiritual 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 pastoral/spiritual 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 pastoral/spiritual, 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;

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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 for the purpose of professional development and support through a critically reflective focus on the supervisor's own practice. A professional Log book can be found in the Appendix III of the ASACPEV Standards. If these requirements are not met, the 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 Center 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 a venue and hospitality, e.g. refreshments for the review committee. The candidate is to include with the materials a covering letter indicating date, time, directions to the location of the committee, and the cost and availability of parking or public transport to the committee location.

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 Clincal 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

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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 **Finally attach:**

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

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

The Association for Supervised Pastoral Education in Australia 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 5.9.1

5.1.4 a written statement from a person in leadership within the candidate's spiritual/religious/faith/philosophical affiliation attesting to good standing

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

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 Training as Clinical Pastoral Educator

Competencies to be developed

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

5.3.1 **Administrative Awareness and Competence**

This means demonstrating a consistent and integrated capacity to:

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

5.3.1.2 utilise and integrate existing resources within and external to placements during a CPE unit, eg inter-disciplinary staff, administrative structures, community resources and theology/spirituality consultants

5.3.2 **Interpersonal Awareness and Competence**

This means demonstrating a consistent and integrated capacity to:

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

5.3.2.2 recognise and value the cultural and spiritual traditions in relationships and to engage with consultants to clarify issues.

5.3.2.3 relate to other disciplines within the training context

5.3.2.4 engage with ASACPEV and ANZACPE colleagues

5.3.2.5 practice ethically and professionally within your Member Association Code of Ethics

5.3.3 **Intrapersonal Awareness and Competence**

This means demonstrating a consistent and integrated capacity to:

5.3.3.1 be self-reflective within supervision, either as a supervisee or as the supervisor

5.3.3.2 use new experiences and learning as a means of growth, enrichment and self-awareness

5.3.3.3 act with emotional intelligence, spiritual maturity and personal integrity within supervisory practice

5.3.3.4 utilise supervision or consultation when required

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5.3.4 **Supervisory Awareness and Competence**
This means demonstrating a consistent and integrated capacity to:

5.3.4.1 utilise personal qualities, experiences and self-awareness within supervisory practice

5.3.4.2 incorporate new learning and insights within supervisory practice

5.3.4.3 be aware of students'/participants' personal stories, personality traits and learning styles to facilitate their learning

5.3.4.4 challenge CPE students/participants to take responsibility for their learning and to claim their unique pastoral and personal identity and resources

5.3.4.5 understand the processes of group formation and functioning

5.3.4.6 utilise a variety of supervisory strategies and interventions to facilitate the development of group interaction

5.3.4.7 distinguish between individual and group needs, and respond appropriately

5.3.4.8 co-ordinate, supervise and direct the work of other supervisors (e.g., Clinical Pastoral Supervisors) co-supervising within the CPE Unit

5.3.5 **Educational Awareness and Competence**
This means demonstrating a consistent and integrated capacity to:

5.3.5.1 conceptualise a personal philosophy of CPE as a learning theory, recognising the influences of other educational theorists.

5.3.5.2 integrate theories of education and supervision into supervisory practice

5.3.5.3 recognise all aspects of the CPE experience as opportunities for learning and education.

5.3.6 **Theological / Spiritual Awareness**
This means demonstrating a consistent and integrated capacity to:

5.3.6.1 Conceptualise and articulate a personal theology/spirituality/philosophy of pastoral/spiritual practice as expressed in supervisory/educational practice

5.3.6.2 Reflect theologically/spiritually/philosophically on supervisory practice

5.3.6.3 help others reflect theologically/spiritually on their pastoral/spiritual care practice.

5.4 Responsibilities of a Provisional Clinical Pastoral Educator

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

5.4.1 to co-ordinate units of CPE within a Registered CPE Centre, ensuring ASACPEV Standards are maintained. This includes the administration, group co-ordination, direction and education associated with a CPE unit.

5.4.2 supervise the work of students completing Foundational, Advanced, Specialist or post-Advanced units of CPE units singly and in small groups

5.4.3 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)

5.4.4 with the authorisation of the Registration and Certification Committee may function as CPE Centre Director

5.4.5 engage in the full cycle of experimental learning – Concrete Experience, Active Experimentation, Reflective Observation and Abstract Conceptualisation

5.5 Concrete Experience and Active Experimentation as a Provisional Clinical Pastoral Educator

Training Requirements

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

5.5.2 Provisional Clinical Pastoral Educators need to co-ordinate a minimum of two CPE units, with a preference for three units and no more than four units within the three years with a minimum of 8 students in total.

5.6 Responsibilities as a Provisional Clinical Pastoral Educator

A Provisional Clinical Pastoral Educator is responsible for:

5.6.1 Actual planning, conduct and evaluation of a CPE unit 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). This CPE unit will be under the oversight of the Director of the Registered CPE Centre in which the courses are being conducted.

5.6.2 write an evaluation of each unit as a Provisional Clinical Pastoral Educator (Standard 5.8).

5.6.3 participate in the life of ASACPEV Inc

5.6.4 participate in the life of ANZACPE Inc

5.7 Reflective Observation in Clinical Pastoral Education

The following guidelines will assist in development of reflective practice:

5.7.1 If Co-ordinating the work of other Supervisors within the unit, provide opportunity post-seminar and group meetings to review and debrief with supervisory colleagues

5.7.2 Write reflective journals in order to capture and evaluate supervision provided both to individuals and in the group context. This journaling will focus on the dynamics observed in the group, conceptualisation of group functioning and reflections on co-ordination of the unit

5.7.3 Receive 10 hours of individual supervision from an Accredited Clinical Pastoral Educator (L2) or Consultant (L3) during each unit involved in as a Provisional Clinical Pastoral Educator.

5.8 Evaluation of each unit of Training

5.8.1 **Evaluation of Unit**

The Provisional Clinical Pastoral Educator's supervisor will provide guidelines for an evaluation of each unit of training. This report will assist the Provisional Clinical Pastoral Educator conceptualize the competences integrated into their practice of supervision, develop ideas and explore images about their own model of supervision. This evaluation will also include 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. These evaluations will 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 candidate's accreditation materials.

5.8.2 **Evaluation of supervision of each CPE participant supervised** The Provisional Clinical Pastoral Educator shall write a one-page report (no more than 600 words) **critically 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.** (Standard 5.12.4)

5.8.3 **Supervisors Report.**

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,

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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.

5.8.4 **Supervisory Certificates.**
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.

5.9 Additional Education in Supervision

Provisional Clinical Pastoral Educators are required to engage in at least 30 hours of education-in-supervision (individual and peer-group) facilitated by a Provisional or Accredited Clinical Pastoral Education Consultant (L3) before presenting for Accreditation as a Clinical Pastoral Educator. "Education in supervision" implies the specific education of the candidate in the philosophy and methodology of supervision by a Clinical Pastoral Education Consultant or person Provisional at that level, as distinct from the candidate being supervised in supervision. 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.

The training will include:

5.9.1 **Individual course of Education in Supervision** completing 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 clinical 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 (Standard 5.8), the Consultant will provide a report/evaluation that addresses the candidate's achievements.

5.9.2 **Peer group course in Supervisory Education**
Completing 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

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will provide an evaluation/report for each candidate and if completed successfully, an ASACPEV Inc/ANZACPE Inc Certificate.

5.10 Accreditation Process

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

5.10.1 Application for Accreditation

When the Provisional Clinical Pastoral Educator believes they have completed the required training they write to the Chair of ASACPEV Inc Registration and Certification (R&C) Committee to request the formation of an Accreditation Committee. The application needs to include:

5.10.1.1 Written demonstration that each of the requirements in 5.5, 5.6, 5.7,5.8, 5.9 has been met.

5.10.1.2 Payment for the prescribed fee for the accreditation process which includes a non-refundable application fee.

5.10.1.3 Copy of Certificates showing completion of Supervisory units as Clinical Pastoral Educator (5.8.4).

5.10.1.4 Evidence of current ASACPEV Inc. membership.

5.10.1.5 Evidence that required Education in Supervision (Standard 5.6.1 & 5.6.2) has been completed

5.10.1.6 Letter(s) from the Director(s) of the Registered CPE Centre(s) where the two (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

5.11 R & C to ANZACPE

Once the application for review is accepted, the R&C committee will forward a “Request Form for Accreditation Review” from the ANZACPE Website to the Chairperson of the ANZACPE Professional Standards Committee. If the request is for Review immediately prior to an annual ANZACPE Conference, R&C needs to apply no later than 1 April, requesting the formation of a Review Committee on the candidate’s behalf. If the request for Review is at another time, R&C shall write to the Chairperson of the ANZACPE Professional Standards Committee no later than four months prior to the requested time of review requesting the formation of a Review Committee on the candidate’s behalf. The application submitted by R&C will contain:

5.11.1 candidate’s name and contact details

5.11.2 verification the candidate has participated as a Provisional Clinical Pastoral

5.11.3 verification that candidate has co-ordinated at least 2 Units of CPE, with a minimum of 8 students in total

5.11.4 verification the candidate has received at least 10 hours of individual supervision from a Clinical Pastoral Educator or Consultant for each CPE Unit co-ordinated as a Provisional Clinical Pastoral Educator

5.11.5 verification the candidate has participated in 30 hours of education in Supervision (individual/peer group) (or an equivalent) whilst being a Provisional Clinical Pastoral Educator

5.11.6 verification that ASACPEV holds a written statement from a person in leadership within the candidate's spiritual/religious/faith/philosophical affiliation attesting to good standing

5.11.7 verification that the candidate has achieved the minimum academic qualification in the area(s) of theology/spirituality/philosophy/education/supervision accepted by ASACPEV

5.11.8 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 Centre Director) to be potential members of the Review Committee (having first obtained agreement from these people to be members of that Review Committee)

5.12 Guidelines for Candidates Preparing Materials for Accreditation Committee as a Clinical Pastoral Educator

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

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

The following written materials are required:

5.12.1 A **Front Page** containing:

5.12.1.1 name and contact details

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5.12.1.2 spiritual/religious/philosophical/faith affiliation

5.12.1.3 theology/spirituality/ philosophy/education/supervision degree(s) / diploma(s) / certificate(s), or subjects completed towards such qualification

5.12.1.4 a summary list of all CPE Units participated in a supervisory/educational capacity since being granted Provisional Clinical Pastoral Educator status

5.12.1.5 a declaration of any written or other formal complaints in regard to the candidate, and the outcome of any investigation

5.12.1.6 a statement of Request by the candidate of the Accreditation Committee

5.12.2 **Paper One – Autobiography (3000 words)** the candidate will give an account of their life and spiritual journey from birth until now. Out of their own subjective experience, the candidate will select episodes from their life in such a way that will assist the members of their Review Committee to understand their personal and professional values, attitudes and assumptions and spiritual perspective.
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5.12.3 **Paper Two – Evaluation of one CPE Unit (3000 words)** 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 4 students/participants)
The report needs to be evidenced by clinical episodes and include:

5.12.3.1 A summary description of each student/participant and the selection process

5.12.3.2 An account of the Candidate's goals for each participant, including how and why these goals were derived. This account is to include the Candidate's plans and placement of the participants for their pastoral/spiritual care practice or the Candidate's understanding of their pastoral/spiritual care setting.

5.12.3.3 A summary description and evaluation of the Candidate's individual supervision of each student/participant in the CPE Unit. (Exclude any student/participant supervised by another supervisor.)

5.12.3.4 A description of the issues addressed when the candidate co-ordinates another supervisor (e.g. Clinical Pastoral Supervisor) within the unit

5.12.3.5 A description and evaluation of the Candidate's leadership and supervision of the group process, including the following:

5.12.3.5.1 a description and assessment of the group's first meeting;

5.12.3.5.2 the Candidate's leadership and supervision of a presentation by one student/participant in the early part of the unit;

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5.12.3.5.3 the Candidate's recommendations to each student/participant at Mid Term Evaluations;

5.12.3.5.4 the Candidate's leadership and supervision of a presentation by one student/participant in the latter part of the unit;

5.12.3.5.5 the Candidate's leadership and supervision of a challenging group meeting;

5.12.3.5.6 the Candidate's leadership and supervision of the group's final Evaluations and concluding meeting.

5.12.4 **Paper Three – Evaluation of Individual Supervision of 5 CPE students/participants**

Include 5 of the critical evaluation reports written of your supervision with 5 students/participants (Standard 5.5.2); include as a footnote to each report the sections from the Final Evaluation written by the student/participant where they evaluated their own learning, plus their evaluation of their relationship with the candidate as supervisor/educator. (Where possible include reports not relating to the unit written about in paper 2)

5.12.5 **Paper Four (3000 words) – Essay on Pastoral Subject**

Write an essay on a pastoral subject demonstrating the integration of Supervisory issues, consideration of the social sciences, education or personality theory and theological/spiritual/philosophical competence.

5.12.6 **Paper Five (3000 words) – Essay on Methodology and Philosophy of CPE Supervision**

Write an essay which describes the Candidate's methodology and philosophy of CPE supervision and education.

5.12.7 **Paper Six (3000 words) Learning as a Provisional Clinical Pastoral Educator**

The candidate will write a description of their experience of being a Provisional Clinical Pastoral Educator in at least 2 CPE Units, plus their experiences of receiving both supervision and training as a Provisional Clinical Pastoral Educator.

In particular, address the following areas:

5.12.7.1 a description of the clinical setting(s) in which the 2 CPE Units took place, making reference to the implications of these settings for the students'/participants' learning

5.12.7.2 a description and evaluation of the CPE Units supervised with reference to specific students/participants, issues, themes and incidents

5.12.7.3 a summary of the constructive feedback about the candidate's supervision received from the students/participants of each of the 2 CPE Units, plus a description of how the feedback was elicited and worked with

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5.12.7.4 an evaluation of the Candidate's relationship with the Director of the Registered CPE Centre and Supervisors responsible for the Candidate's supervision

5.12.7.5 a statement demonstrating the way the candidate has addressed the recommendations from their previous committee

5.12.7.6 a statement describing the candidate's plans/goals for the future

5.12.7.7 a statement that addresses why the candidate believes they have sufficiently addressed the learning requirements to be a Clinical Pastoral Educator

5.12.8 In an **appendix** the Candidate will include:

5.12.8.1 A copy of the report by the Candidate's Supervisor regarding the Candidate's supervisory involvement in the 2 most recent CPE units. Where the Candidate functioned under different Supervisors, a report from each Supervisor is to be included. (Standard 5.5.3)

5.12.8.2 Copies of previous ASACPEV Inc accreditation and review committee findings

5.12.8.3 A copy of the evaluations tabled by the Candidate at the completion of their individual and peer group courses of "education in supervision". (5.6.1 & 5.6.2)

5.12.8.4 A copy of the evaluations by the Candidate's Education Consultant/s for the units of individual (5.6.1) and peer group (5.6.2) "Education in Supervision".

5.12.8.5 A letter by the CPE Centre Director in which the course/s were conducted outlining the functioning of the Candidate within the Centre.

5.12.8.6 A declaration that consents from CPE students/participants who have been referenced in these papers have been received

5.12.8.7 Copies of the final evaluations written by the participants who participated in the CPE unit documented in paper 2

5.12.8.8 A copy of the Standards used in preparation of materials

5.13 Presentation of Materials

Copies shall be provided to each of the accreditation committee members at least **three** weeks prior to the scheduled review day.

5.14 The Accreditation Committee

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

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5.14.1 The committee shall normally comprise five (5) members drawn wherever possible from different accredited centres. One member shall be appointed presenter and shall provide a written review and evaluation of the candidate's materials. Copies of this report shall be provided for each member of the committee. Another member shall be appointed committee chairperson and shall provide a written report and recommendation to the ANZACPE Standards Committee. Once approved by the ANZACPE Standards committee, a report will be sent to ASACPEV Registration and Certification Committee who will provide the candidate with a copy of the outcome, including the commendations and recommendations. Copies of the Chairperson's report shall only be available to the candidate on the agreement of the accreditation committee.

5.14.2 The candidate will negotiate with the ANZACPE Standards committee concerning arrangements of venue and hospitality eg refreshments for the accreditation committee.

5.14.3 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.

5.14.4 Following the Review, the Chairperson's report will be forwarded to ANZACPE Professional Standards Committee for processing.
The Chairperson's report and findings of this Committee will then be forwarded to ASACPEV Inc. R&C for review and confirmation.
R&C will then forward the Accreditation Committee's findings to ASACPEV Inc. Executive for ratification, including commendations and recommendations. Executive to notify the candidate of the outcome, commendations, and recommendations, and to notify the Registrar of accreditation.

5.15 Unsuccessful Accreditation and Continued Provisional Status

If the candidate is unsuccessful, they may be granted provisional status for a further period of no more than two years**.** In exceptional circumstances the candidate can request an extension of the two-year time frame. During this time the candidate needs to co-ordinate a minimum of one and a maximum of two further units of CPE allowing them to address the recommendations of the Review Committee. Once the required units are completed the Candidate needs to present to a committee of Review within 6 months. The R&C committee will determine which papers need to be submitted for the subsequent review. If at all possible, the same committee members are to conduct the subsequent review.

5.16 Successful Accreditation, Ongoing professional accountability and responsibilities

The secretary of the 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.

5.16.1 **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 5.9. 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 pastoral/spiritual identity and professional self-worth, and co-supervisors in developing their supervisory identity.

5.16.2 **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. can be claimed, 5 hours of relevant reading, DVD or conference attendance and 10 hours of individual or peer supervision for the purpose of professional development and support through a critically reflective focus on the supervisor’s own practice. A professional Log book can be found in the Appendix XI of the ASACPEV Standards. If these requirements are not met, the Clinical Pastoral Educator must justify this to the R&C committee in order to maintain Accreditation.

5.17 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 5.3) 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 (5.16.2) 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.

5.17.1 **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.

Written application for review of accreditation shall be made to ASACPEV Chairperson of the Registration and Certification Committee. This application will include a copy of the Supervisor's Professional Development Log Book, together with payment for the prescribed review fee. It is understood that application for review provides conditional extension of accreditation up to the review date.

5.17.2 **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:

5.17.2.1 candidate's name and contact details

5.17.2.2 verification that the candidate has met the minimum requirements for an ANZACPE Review

5.17.2.3 candidate's spiritual/religious/philosophical affiliation

5.17.2.4 a declaration of any written or other formal complaints in regards to the candidate, and the outcome of any investigation

5.17.2.5 the names and contact details of up to 3 Accredited Clinical Pastoral Educators or Consultants from ASACPEV to be potential members of the Review Committee (having first obtained agreement from these people to be members of that Review Committee)

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5.17.3 **Review of Accreditation Committee**

The 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.

5.17.3.1 The candidate will negotiate with the ANZACPE Standards committee concerning arrangements of venue and hospitality eg refreshments for the accreditation committee.

5.17.3.2 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.

5.18 Materials for Review of Accreditation

The following materials are to be forwarded to Review Committee members at least 3 weeks prior to the Review date:

5.18.1 A cover sheet containing:

5.18.1.1 name and contact details

5.18.1.2 spiritual/religious/philosophical/faith affiliation

5.18.1.3 theology/spirituality/ philosophy/education/supervision degree(s) / diploma(s) / certificate(s), or subjects completed towards such qualification

5.18.1.4 a summary list of all CPE Units participated in a supervisory/educational capacity since being Accredited as a Clinical Pastoral Educator

5.18.1.5 a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation

5.18.1.6 a statement of Request by the candidate of the Accreditation Committee

5.18.2 **Paper One** (2000 words max) an evaluation of the salient features (the high points and low points) of the candidate's professional experience since the last Accreditation Review. Include the previous Review Committee's letter; describe how the recommendations have been addressed.

5.18.3 **Paper Two** (2000 words max) an evaluation of the candidate's work as a Clinical Pastoral Educator during the past five years. In this paper consider relationships with students/participants, Clinical Pastoral Supervisors, Clinical Pastoral Educators and Clinical Pastoral Education Consultants, colleagues, CPE organizations, institutions, church authorities and religious/faith communities.

5.18.4 **Paper Three** (3000 words max) an evaluation of the candidate's professional development in supervision undertaken since last Review. The evaluation should address challenges and insights gleaned from reflection on engagement

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in the supervisory process through supervisory interventions, the experience of receiving professional supervision, and any reading, study or training undertaken within the field. The candidate will make reference to professional development opportunities that have extended them; and describe issues that have been addressed in their own supervision.

5.18.5 **Paper Four** (500 words max) documentary evidence of professional supervisory contracts and any courses or training completed since the last Review. Include a letter of support for the request for Reaffirmation of Accreditation from current supervisor indicating the contractual agreement and their assent of active engagement with the supervisory process since the last review

5.18.6 **Paper Five** (500 words max) description of the candidate's future plans as a Clinical Pastoral Educator.

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

5.18.8 A copy of the Standards used in preparation of these materials

5.19 Unsuccessful Affirmation of Accreditation

If the candidate is unsuccessful, they may be granted provisional status for a further period of no more than two years**.** In exceptional circumstances the candidate can request an extension of the two-year time frame. During this time the candidate needs to co-ordinate a minimum of one and a maximum of two further units of CPE allowing them to address the recommendations of the Review Committee. Once the required units are completed the Candidate needs to present to a committee of Review within 6 months. The R&C committee will determine which papers need to be submitted for the subsequent review. If at all possible, the same committee members are to conduct the subsequent review.

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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).

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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 Supervision 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 5.4. The details of this course to be conducted for Provisional Clinical Pastoral Supervision can be found in 5.4.

6.7 Application for Accreditation as a Clinical Pastoral Educator

Written application by the candidate to the Registration and Certification Committee for permission to present for Accreditation as a Clinical Pastoral 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 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.

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6.7.4 Evidence of current ecclesiastical status.

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 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:-

i). 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;

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

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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:-

i). 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;

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

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

iii). excerpts from educational conferences;

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

v). an assessment of the capacity of the Provisional Clinical Pastoral 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.

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

6.8.11.3 the ability to practise the provision of "education in supervision" in the context of pastoral practice within the Church.

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

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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. 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 Educator

In order to be accredited as a Clinical Pastoral Educator, 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.

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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 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 Awareness**

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

6.11.5.2 Awareness of the critical interrelatedness of faith development, theological orientation and indigenous spirituality 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

Accreditation as a Clinical Pastoral Education Consultant is subject to ongoing review after five years or review at such other periods as the Executive of ASACPEV Inc. shall from time to time determine in particular instances. It is expected that the applicant shall have supervised in at least one accredited unit of CPE within the period under review and undertaken a minimum of twenty hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. can be claimed, 5 hours of relevant reading, DVD or conference attendance and 10 hours of individual or peer supervision for the purpose of professional development and support through a critically reflective focus on the supervisor's own practice. A professional Log book can be found in the Appendix III of the ASACPEV Standards. If these requirements are not met, the Supervisor must justify this to the R&C committee in order to maintain Accreditation.
Accreditation will lapse if a supervisor has not sought a review of accreditation within a five year period since accreditation or the last review.

On completion of one accreditation review following accreditation as a Clinical Pastoral 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.

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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. 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.

6.14.2 Evidence of professional development undertaken according to Standard **6.13** and a statement attesting to its impact on the Educator’s supervisory practice.

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

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

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7 Registration, Administration and Direction of CPE Centres

7.1 Direction of Clinical Pastoral Education Centres

In each ASACPEV Inc. Registered Centre there shall be one supervisor accredited as a Clinical Pastoral Educator (Level 2) or Clinical Pastoral Education Consultant (Level 3) authorised by ASACPEV Inc. to plan, organise, lead, and control clinical pastoral education programmes within the centre. This person shall be called the CPE Centre Director. A Registered Centre shall not be duplicated in any one campus of a corporate body or structure.

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

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

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

7.2 Application for Registration

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

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

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

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

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

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

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7.2.4.2 provision of institutional identification and access to regular staff facilities eg. cafeteria, library, parking, photocopying.

7.2.4.3 access to relevant information about patients, clients, parishioners, and employees, whilst ensuring appropriate confidentiality.

7.2.4.4 the authority of the CPE Centre Director (should the CPE Centre Director not be employed or contracted by the Institution or Organisation, the person should receive honorary recognition as a member of staff).

7.2.4.5 provision of the prescribed registration fee. (A cheque for the prescribed registration fee for the first year of operation should be included. This will be refunded in full if registration is not effected).

7.3 Centre Director's authority over CPE Programme

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

7.4 Renewal of Registration

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

7.5 Centre Boundaries

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

7.6 Letter of Registration

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

7.7 Accountability of the CPE Centre Director

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

7.8 Notification of Changes in Centres

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

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7.9 Withdrawal from Supervisory Training

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

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

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

7.9.3 Should a Provisional Clinical Pastoral Supervisor or Provisional Clinical Pastoral Educator 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:

7.9.3.1 A written evaluation of each unit as a Provisional Clinical Pastoral Supervisor, (4.6) Provisional Clinical Pastoral Educator (5.8.7)

7.9.3.2 A draft of the essay required for 4.9.4, 5.8.7

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

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.

7.10 Keeping of Records

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

7.10.1.2 The CPE Centre Director will maintain a record of CPE participants achievements and a copy of the CPE certificate (hard or digital). CPE Centre Directors are under no obligation to keep any participants materials. Where participant's materials are kept for supervisory accreditation purposes, an appropriate consent form will be signed by the participant.

7.11 Privacy

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

7.11.1 For the Supervisory Accreditation Review materials the Centre Director will complete and sign an ASACPEV Inc. form confirming that either the necessary consents have been obtained or that a statement has been received in writing from the supervisory candidate declaring that the personal information of supervisees and patients / parishioners has been de-identified in accordance with the standard proposed by the Department of Human Services, Victoria, Australia: De-identifying personal Information (www.dhs.vic.gov.au/privacy/ippg/concept/deidentpi/htm).

7.12 Closure of Centre

7.12.1 Employing body to notify R&C of ASACPEV Inc

7.12.2 The retiring Centre Director to advise R&C of arrangements for supervisory personnel

7.12.3 Forward records in accordance with Standard 7.10 to the Chair of R&C for archiving for the duration of the required five year period.

7.12.4 The employing body to reconcile to the Association any outstanding fees.

7.13 Resignation of Centre Director

Completion Review

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

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8 Standards for Registration of Centres for Clinical Pastoral Education

8.1 The Centre has a Director recognised through ordination, commissioning or profession by an appropriate church body, who is also accredited by the ASACPEV Inc., as a Clinical Pastoral Educator or Clinical Pastoral Education Consultant. 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.

8.2 Where the Centre has a programme of pastoral practice integrated with the services of the institution, agency or parish of which it is a part, and the demonstrated commitment should include responsible support of the programme and its participants, which may include provision of payments to participants, meeting space, library facilities, and other means by which the Centre can carry on its educational function and the Supervisor fulfil the relevant professional obligations.

8.3 The Centre operates within a milieu that encourages human growth and dignity and engages the participant in interdisciplinary contact or team functioning, making provision for professional interchange, consultation and/or teaching in relation to persons representing other helping disciplines.

8.4 The Centre is able to provide significant opportunities for pastoral practice, and enables participants to function as staff members in the clinical practice of pastoral practice at a level appropriate to their experience and professional development.

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

8.6 The Supervisors of the Centre shall engage in regular consultation with their immediate supervisory peers and with appropriate professional peers in their institution or organisation.

8.7 The Centre has a Privacy Policy that is made available to all participants accepted into the Centre for Level One, Advanced and Supervisory CPE. The Centre maintains a file of participant and any supervisory evaluations of each participant in the Centre's programme. Should a Centre cease operation, placement of these records shall be at the direction of the Registration and Certification Committee of the ASACPEV Inc.

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8.8 Should staff currently employed in an institution/organisation enter into supervisory practise their position description and/or employment agreement needs to be modified to include their supervisory responsibilities.

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

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

8.11 Participant Assignment Under Separate Administration

When a Centre has participants placed in assignments which are under separate administration from the Registered Centre e.g., placement in an area which could not by itself meet the minimum standards for registration as a Centre, the following additional requirements shall be met:

8.11.1 There shall be evidence of clear communication between the Director of the Registered Centre and an appropriate representative of the affiliated institution and the chaplains of that institution;

8.11.2 It shall be demonstrated that there is in the placement, e.g. parish, organisation or other institution, opportunity for pastoral practice and education which will contribute sufficiently to the total education of the participant.

8.11.3 There shall be a contract between the Registered Centre and its affiliate which shall take into account:

8.11.3.1 the amount of time the participant will devote to activities at the Registered Centre and at the placement;

8.11.3.2 the pastoral and other responsibilities the participant is expected to carry out in the placement;

8.11.3.3 the administrative person or committee in the placement to whom the student is accountable, and how this administrative oversight will be exercised;

8.11.3.4 the provision for regular consultation and communication between the Registered Centre and the placement, both to facilitate the placement contract and to review the participant's performance in the placement setting;

8.11.4 Participants shall only be placed in an institution where there is a Registered CPE Centre with the written approval of the Centre Director of that CPE Centre.

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8.12 **Supervisory CPE**

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

8.12.1 provide a peer group at least on a regional level meeting on a regular basis;

8.12.2 have access to a Clinical Pastoral Educator or Provisional Educator for "education in supervision";

8.12.3 offer didactic instruction appropriate to the learning of supervision;

8.12.4 provide sufficient CPE participants for the training requirements of each Provisional Supervisor.

8.13 **Fees:** An annual registration fee and a participant levy shall be paid by the Centre to the Treasurer of the ASACPEV Inc. no later than 31st January each year.

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9 Code of Ethics and Professional Practice

For Supervisors And Members Of The Association For Supervised And Clinical Pastoral Education In Victoria Incorporated (Asacpev Inc.)

9.1 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]

9.2 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.

9.3 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.

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

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[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

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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.

9.4 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:

9.4.1 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;

9.4.2 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;

9.4.3 That they have completed the required hours of professional development for their membership status.

9.5 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.

9.5.1 **Supervisory Responsibility for Ethical awareness of Supervisees**

This Code requires that ASACPEV Inc. Supervisors ensure that each CPE participant[3] 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.

9.5.2 **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

[3] CPE participants may also be known as students or interns

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whom the practitioners provide pastoral care and the CPE peers and other professional colleagues with whom the CPE participants work.

9.5.3 **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.

9.5.4 **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.

9.5.5 **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.

9.5.6 **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.

9.5.7 **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'.

9.5.8 **Initial Complaint Process**

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

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

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

9.5.8.2 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 9.5.8.3.

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

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days, informing complainant of ASACPEV's representative and suggested time frames.

9.5.8.3 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.

9.5.8.4 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.

9.5.8.5 **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.

9.5.8.6 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 10. The Grievance procedure must be initiated within 5 working days of the completion of the Complaint process.

9.5.9 **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.

9.5.10 **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.

9.5.11 **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.

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9.5.12 **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.

9.5.12.1 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.

9.5.12.2 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.

9.5.12.3 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.

9.5.13 **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.

9.6 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.

9.6.1 **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.

9.6.2 **An environment and culture of civility and kindness.**

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

9.6.3 **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.

9.6.4 **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.

9.6.5 **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'.

9.6.6 **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.

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9.6.7 **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.

9.6.8 **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.

9.6.8.1 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.

9.6.8.2 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.

9.6.9 **Identification**

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

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10 Grievance Procedure

Commencement of a Grievance Procedure.

If, after following the guidelines for a complaint as set out in Standard 9.5.8, 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 (9.5.8.4) (See flow chart Appendix X)

10.1 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]

10.2 Role of Grievance Officer

The appointed Grievance Officer becomes the coordinator of the grievance process, appointing relevant consultants, committee members, support officers and informing insurers of the grievance process.(See Standard 10.3) and maintaining regular communication with complainant and person complained against.

10.3 Pre-Grievance Consultation

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

Role of Pre-Grievance Consultant

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

Draft Reports

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

[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.

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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.

10.4 Notification of the Association's Insurer

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

10.5 Proceeding with the grievance

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

10.6 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

[5] University of Divinity representatives will only be involved if the complainant is undertaking CPE for credit through the University of Divinity.

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consultation with each other, this shall be requested of and granted by the Chair.

10.7 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.

10.8 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 9.5.8.

10.9 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.

10.10 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.

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10.11 Failure to attend the Grievance Committee

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

10.12 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.

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

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

10.15 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.

10.16 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.

[6] What constitutes "good reason" will be solely at the discretion of the Chair of the Grievance Committee

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11 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:
Clinical Pastoral Supervisors are accredited to provide individual supervision for clergy, theological students, chaplains, pastoral practitioners;
Clinical Pastoral Educators are accredited to provide both individual and group supervision for clergy, theological students, chaplains, pastoral practitioners; and **Clinical Pastoral Education Consultants** are accredited to provide supervision for supervisors and provisional supervisors as well as individual and groups of clergy, theological students, chaplains and pastoral practitioners.

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

(i) Complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. can be claimed, 5 hours of relevant reading, DVD or conference attendance and 10 hours of individual or peer supervision for the purpose of professional development and support through a critically reflective focus on the supervisor's own practice.

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

(iii) Have an ABN number

(iv) Pay an additional annual registration fee of $50 **(v)** Have a current Working with

Children Card

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Declaration

1. I am currently a financial member of ASACPEV Inc

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

Pastoral Supervisor ☐ **Date on Certificate**

Clinical Pastoral Supervisor ☐ **Date on Certificate**

Clinical Pastoral Educator ☐ **Date on Certificate**

3. I have attached authorized copies of certificates or letters of authorization or other documents indicating I have met the required 10 hours of supervision by an appropriately qualified supervisor of my supervision of others in the past calendar year.

4. I have attached copies of documents certifying I have completed an additional 10 hours of Continuing Professional Development in the past calendar year**.**

5. I have attached a copy of my current certificate of currency of Combined Malpractice, Public and Products Liability Insurance.

6. My ABN number is

7. I have read the current standards for accreditation at my level of functioning as a supervisory sole trader and noted any changes that have been made.

8. I have attached a copy of my Working with Children Check.

9. I have read and agree to adhere to ASACPEV Inc. Standard 8: Code of Ethics and Professional Practice for Supervisors.

10. I have attached a cheque for $50 being payment for 12 months registration.

11. I hereby declare that my responses to the questions above are true to the best of my knowledge.

12. I am aware the Association has no legal responsibility for the Supervision I provide in this practice as a sole trader.

Print Full name **Signature** **Date**

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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.

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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.

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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

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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. This is to be done in consultation with the Registration and Certification Committee Chairperson.

9. If necessary, arrange for debriefing of committee members. This is to be done in consultation with the Registration and Certification Committee Chairperson

10. Ensure all candidate's materials are returned and all copies of the presenter's working document are shredded.

11. Compile a report to be forwarded to the Chairperson of the Registration and Certification Committee. The Report will include:

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

12. Forward to the Chairperson of the Registration and Certification Committee

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

Proposed Process and Time Frame

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

A Suggested Time Frame:

5-10 minutes The committee gathers.

Agreement is reached on the way the committee will operate, including the use of presenter's report and approximate time frame required. The chairperson communicates this time frame to the candidate.

40-45 minutes The presenter's report is read.

The committee identifies and clarifies the issues to be explored with the candidate.

Up to 60 minutes The committee engages with the candidate.

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

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

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

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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.

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

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

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 (for Review for Accreditation)
Other members.

DATE, TIME AND PLACE OF REVIEW.

1. Brief outline of proceedings, including time frames delineated for the committee process in discussion with the candidate and committee members**.**

2. Review Committee discussion and issues identified for further exploration with the candidate from presented materials.

3. Issues raised with the candidate: A summary of the 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.

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Appendix II Assessment Tools

Assessment Tool for Accreditation of Level 1 CPE unit Guidelines for Supervisors

In order to be accredited for level 1 CPE a Candidate shall demonstrate competencies in the following:-	**Does not meet the Standard**	**Meets the Standard**	**Exceeds the Standard**
1.3 Required hours met			
1.4 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 pastoral/spiritual care experience			
1.6.1 Professional Pastoral/Spiritual Care Practice 1.6.1.1 engage in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds 1.6.1.2 listen reflectively 1.6.1.3 identify a person's pastoral/spiritual needs and attend appropriately; 1.6.1.4 initiate pastoral/spiritual caring relationships; 1.6.1.5 engage with the inter-disciplinary staff; 1.6.1.6 manifest professional resilience 1.6.1.7 function ethically as a pastoral/spiritual care practitioner			
1.6.2 Reflective Practice 1.6.2.1 articulate, evaluate and reflect in writing (or by a means appropriate to the student’s/participant’s culture and language			

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

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In order to be accredited at Level 2 of CPE a Candidate shall demonstrate competencies in the following: -	**Does not meet the Standard**	**Meets the Standard**	**Exceeds the Standard**
2.3 Professional Practice 2.3.1 provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, religious/spiritual and social backgrounds; 2.3.2 offer consistent respect for the people's pastoral/spiritual needs through the use of various pastoral/spiritual skills, including listening/attending, empathic reflection, confrontation/conflict resolution, crisis management, and appropriate use of religious/spiritual resources; 2.3.3 assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response, (including during critical incidents), whilst maintaining a clear pastoral/spiritual care identity; 2.3.4 work effectively with multidisciplinary staff, and in stressful situations, care for others and self 2.3.5 manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication; 2.3.6 demonstrate a mutual respect and working alliance with CPE peers, and with pastoral/spiritual care professionals and/or professionals from other disciplines 2.3.7 identify ethical principles in relation to pastoral/spiritual situations			

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2.4 Reflective Practice 2.4.1 evaluate and articulate; a) the quality of pastoral/spiritual care provided, b) relationships with peers, supervisors and professional colleagues c) progress towards goals and objectives; 2.4.2 engage in self-supervision and peer supervision within the CPE Unit; 2.4.3 identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative pastoral/spiritual care styles and interventions. 2.4.4 reflect on the ethical considerations associated with pastoral/spiritual care and function ethically as a pastoral/spiritual care practitioner	a)		
2.5 Informed Practice 2.5.1 articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs; 2.5.2 identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies; 2.5.3 consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's existing theological/spiritual understanding; 2.5.4 explore and articulate how any particular situation might inform future pastoral/spiritual care practice; 2.5.5 engage in group and relational processes (including conflict) and explore the theological/spiritual and conceptual issues arising from these processes			

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2.6 Evolving Practice 2.6.1 incorporate new learning into subsequent pastoral/spiritual care practice and professional relationships, and then to evaluate the impact of this changed practice; 2.6.2 consider alternative approaches to pastoral/spiritual care practice, use a variety of pastoral/spiritual stances with people, and develop a range of strategies.			
Comments			

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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**
4.4.1 **Administrative Awareness and Competence** 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** 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			
4.4.3 **Intrapersonal Awareness and Competence** 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** 4.4.4.1 model, articulate and evaluate the pastoral/spiritual care role in a professional context			

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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** 4.4.5.1 draw from students/participants what is necessary for the development of their pastoral/spiritual identity and professional self-worth, and to use students'/participants' written materials and other presentations in this process			
4.4.6 **Theological/Spiritual Awareness and Competence** 4.4.6.1 explore how their theology/ spirituality informs, enlightens or challenges their supervisory identity and vice versa 4.4.6.2 assist CPE participants to consider how their theological/spiritual framework informs their pastoral practice and identity and vice versa			
Comments			

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5.11 The Standards, Outcomes, Objectives for 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**
5.11.1 **Administrative Awareness** Ability to plan, implement and evaluate a unit of CPE. This ability will be in regard to creation of a programme timetable, budget, recruitment, placement of participants, negotiation with management, awareness of the philosophy of the institution and maintenance of records.			
5.11.2 Interpersonal Awareness and Competence 5.11.2.1 Ability to relate pastorally to peers, participants, ecclesiastical and institutional authorities in the context of individual and group situations. 5.11.2.2 Ability to recognise and value the cultural differences in relationships and willingness to use consultants in the clarification of issues. 5.11.2.3 Ability to relate to other disciplines within the training context.			
5.11.3 Intrapersonal Awareness and Competence 5.11.3.1 Emotional and spiritual maturity. 5.11.3.2 Personal integrity. 5.11.3.3 Ability to use personal qualities, experience and self awareness in supervision.			

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5.11.4 Educational Competence 5.11.4.1 Ability to conceptualise a personal philosophy of CPE as a learning theory, recognising the contribution of other educational theorists. 5.11.4.2 Ability as an experiential educator, who recognises all aspects of the CPE experience as opportunities for learning and education.			
5.11.5 Theological Awareness 5.11.5.1 Ability to articulate clearly a personal theological identity. 5.11.5.2 Ability to conceptualise a theology of pastoral practice as that theology is expressed in the candidate's supervisory practice. 5.11.5.3 Ability to reflect theologically on experience, and experience theology in supervisory practice. 5.11.5.4 Ability to help others reflect theologically on experience, and experience theology in the "practicum" of pastoral practice. 5.11.5.5 Ability to draw together theory and practice in such a way that each informs the other.			
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.

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Assessment Tool for Accreditation of a Clinical Pastoral Education Consultant (Level 3)

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**
6.11.1 Administrative Awareness Ability to teach the planning, organisation, leading, coordination 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 coordinate 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.			

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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 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 Awareness 6.11.5.1 Ability to conceptualise and synthesise propositions from the theological disciplines with the findings of social science and the practice of Clinical Pastoral Education. 6.11.5.2 Awareness of the critical interrelatedness of faith development, theological orientation and indigenous spirituality in pastoral and supervisory formation.			

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

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Appendix IIIDraft Assessment Tool for Prospective Advanced (Level 2) CPE Candidates

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

Checklist for beginning Level 2 CPE:

1) Does the Level 2 candidate have a satisfactory level of competence within and familiarity with the context within which they will undertake their clinical placement. (refer to Level 1 checklist)

2) Does their immediate past CPE Supervisor give support to the claim that there was an indication of potential functioning at an Level 2 in the candidate's pastoral care practice, their interpersonal relationships with peers and supervisors and in their reflective writing.

3) Does the Level 2 candidate have clear goals before the programme begins that reflect Level 2 CPE?

4) Can the Level 2 candidate provide a professional service of Pastoral Care and relate professionally to interdisciplinary colleagues?

5) Is there evidence that the Level 2 candidate can report clearly and reflect on their pastoral practice and evaluate its strengths and limitations?

6) Are there signs that the Level 2 candidate can relate pastoral practice to theology or sacred or foundational texts and consider and explore in what way the particular challenges or reframes a general theological/spiritual theme or concept or gives new life to understanding of foundational texts.

7) Can the Level 2 candidate hear and integrate constructive feedback and criticism from their peers and supervisor?

8) Has the Level 2 candidate read and do they understand the requirements of Level 2 unit.

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Appendix IV Model Code of Ethics for CPE participants

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

Ethical Principles underlying Pastoral Practice
This Code of Ethics is based on ethical principles identified from ethical theories and frameworks. Principles such as:
Benefice. CPE participants do what is beneficial for the recipients of their care.
Non-malevolence. CPE participants refrain from actions that would harm the recipients of their care and their CPE peers.
Autonomy. CPE participants move towards autonomy and value freedom and choice. They respect the self-agency of the recipients of their care.
Justice. CPE participants are fair, unbiased and equitable in how they work with recipients of their care and their CPE peers. They are just and impartial in their work so that the recipients of care and peers are not discriminated against because of faith, gender, race, disability, or sexual orientation.
Fidelity. CPE participants are faithful and loyal to the contracts that are entered into with the CPE Centre and keep their commitments to the recipients of their care.

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

CPE participants shall adhere to the following Code of Ethics:

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

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

Forming intimate relationships
A CPE participant shall not become romantically or sexually involved with a recipient of their pastoral care even if both parties are single adults. A sexual relationship between a CPE participant and recipient of their pastoral care is morally unacceptable behaviour within this CPE Centre. It is recommended that CPE participants do not become romantically or sexually involved with a recipient of their pastoral care following termination of the pastoral relationship for at least 6 months.

Multiple relationships
CPE participants are reminded that dual relationships can complicate or sabotage their pastoral care. Being a relative or friend for example, can bring a lack of clarity

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to the pastoral care role and may not be in the best interests of either caregiver or cared for. It is recommended that the CPE participant refers the person on to a member of the pastoral care team.

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

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

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

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

and

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

Identification
CPE participants will wear identification through which they are clearly identified as stipulated by the CPE Centre and institution in which they work.
CPE participants will sign this document confirming they have read and understood the above Code of Ethics prior to CPE Commencement:

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(Insert name of CPE Centre) Code of Ethics Agreement

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

CPE Participant

Name…….

Signature……
Date……

Witness (CPE Supervisor or Centre Director)

Name…….

Signature……
Date……

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Appendix V 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

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

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

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

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2. Mediation Process:

- **Introduction** – the aim of mediation is to find a solution we all can live with

- **Ground rules to create and maintain a safe space** – respectful conversation, focus on the problem not the person, commitment to listen to each other, each party can request a break when they need one, mediators may stop conversation and meet with parties separately at any time, role of support person is to support but not speak for their party.

- **Confidentiality**.- The mediation process needs to be conducted in a confidential manner

- **Agenda** – having spoken with both parties separately, the mediator/s would be able to identify issues for discussion, including shared common ground. This can be made into an agenda of topics for discussion, which can then be offered to the parties for their agreement/approval at the beginning of the mediation session. The issues will be discussed in an orderly fashion.

- **Discussion** – mediators can take parties through a conversation about the issues, one at a time. Parties are encouraged to listen to each other without interrupting. The mediator/s ensure that personal attacks are not allowed.

- **Generating options** – how might we resolve the issues?
  Options may include: a change in supervisor, temporary suspension of the supervisor until the complaint is considered, or the Centre Director's attendance in any group in which the CPE participant is present until the complaint is satisfactorily resolved. If the CPE participant's complaint relates to the performance of their supervisor, the Centre Director shall manage the Supervisor's performance. If the supervisor concerned is also the Centre Director, an ASACPEV Inc. Clinical Pastoral Educator will be appointed to monitor the conduct of the unit until the complaint is satisfactorily resolved. Should the complaint pertain to the functioning of the Centre Director, ASACPEV Inc. shall engage two senior supervisors to determine the most appropriate process for resolution. (ASACPEV Inc. Standard 8.5.8.3)

- **Canvassing resolutions** – 'reality testing' to find outcomes that are clear, specific, easy to follow, and that will provide a lasting (durable) outcome.

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

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Appendix VI Grievance Notification Form

Details of Person making this report:

Surname First Name

Contact Number

Email

CPE Centre

Respondent of Grievance:

Surname First Name

Position

Statement of Grievance:

Please provide:

1) A Clear statement of the grievance

2) Outcome of mediation (Standard 8.5.8.3)

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

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

Signed Date

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Appendix VII Grievance Officer Checklist

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

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Appendix VIII Guidelines for a Grievance Committee Meeting

– ASACPEV Inc. Standard 9.10

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

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

The Grievance Committee Meeting Process is outlined in Standard 9.10:

> *If the grievance is accepted, the Grievance Committee will convene a meeting to further investigate the grievance, separately meeting with the complainant and the member complained against with their respective support persons. If appropriate, and at the discretion of the Chair of the Grievance Committee, the complainant and the person complained against may be offered an opportunity to meet together with the Grievance Committee.*
>
> ***New Evidence:*** *Any new evidence brought to this meeting will be declared at the start of the meeting and the Chair of the Grievance Committee will determine if this new evidence will be accepted on the day. If accepted, the new evidence will be declared to all participants and a right of reply offered. - ASACPEV Inc. Standard 9.10*

Factors to consider when convening a Grievance Committee Meeting include:

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

The venue – the venue needs to be neutral and accessible, private, with rooms where the Committee can meet each party separately with their support person, and another room where they can all meet together. Round tables are helpful as they are less hierarchical. Soundproofing needs to be considered. Parties should be able to speak with the Committee without fear that the other party may hear the conversation.

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

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

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

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

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

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

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

Investigating a complaint
Investigating a complaint with a view to making a determination about the outcome is different to mediation. For this reason, it is particularly important that both the complainant and the member complained about feel that they have been heard by the Committee.
Instead of an agreed outcome, the Committee will make a decision as to how the matter will be resolved based on the evidence presented. Investigation relies on examining the evidence and asking questions to fill in any 'gaps' that remain after the Preliminary Grievance Meeting.

This is best done in separate meetings with each party. Separate meetings are a useful way to discuss sensitive matters and help reduce feelings of shame in front of the other party to the complaint. It is more likely that honest conversations will occur if there is a safe and confidential conversation that allows for 'saving face'. For example a supervisor's lapse in judgment may be discussed more openly without the

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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.

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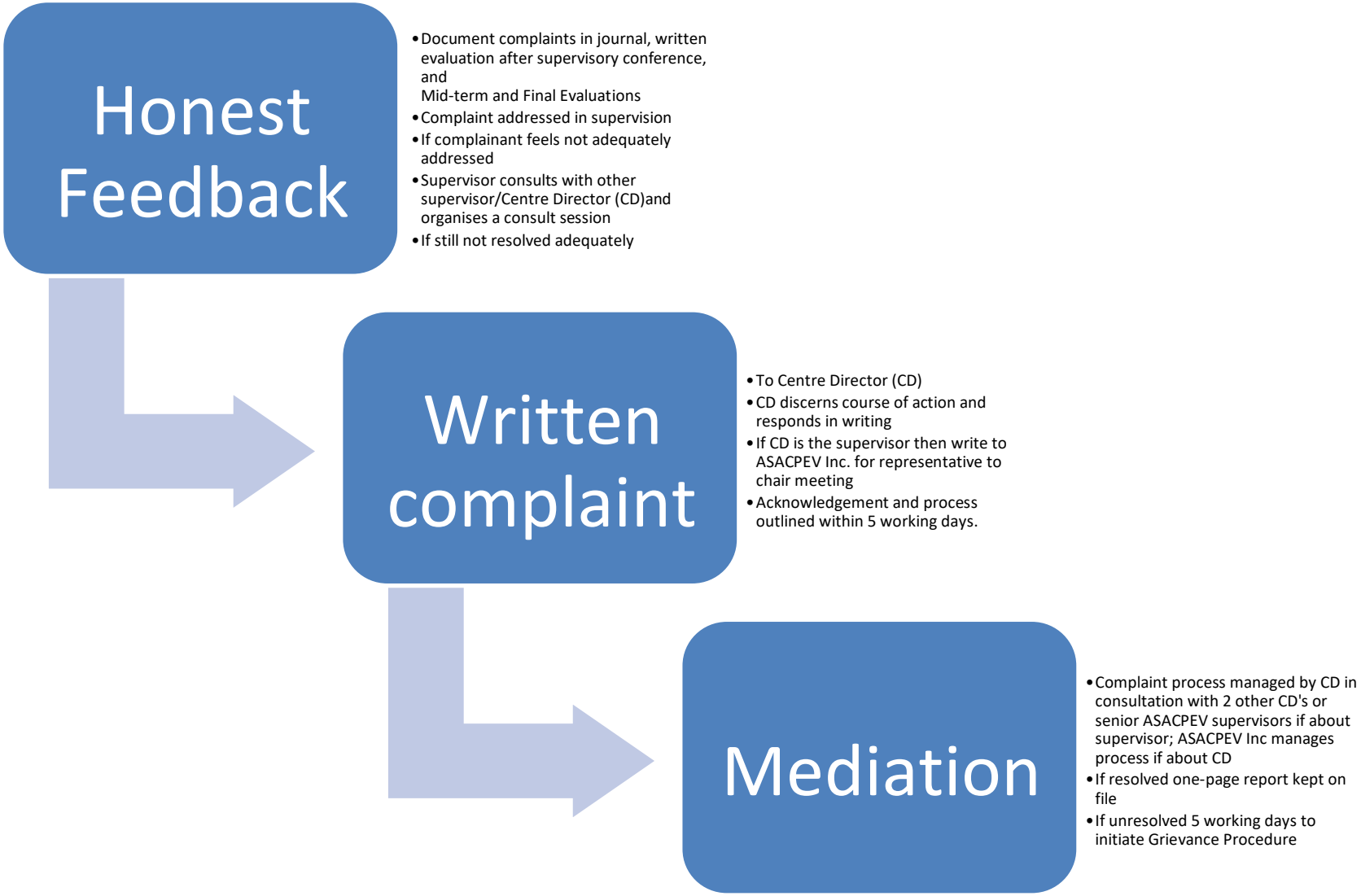
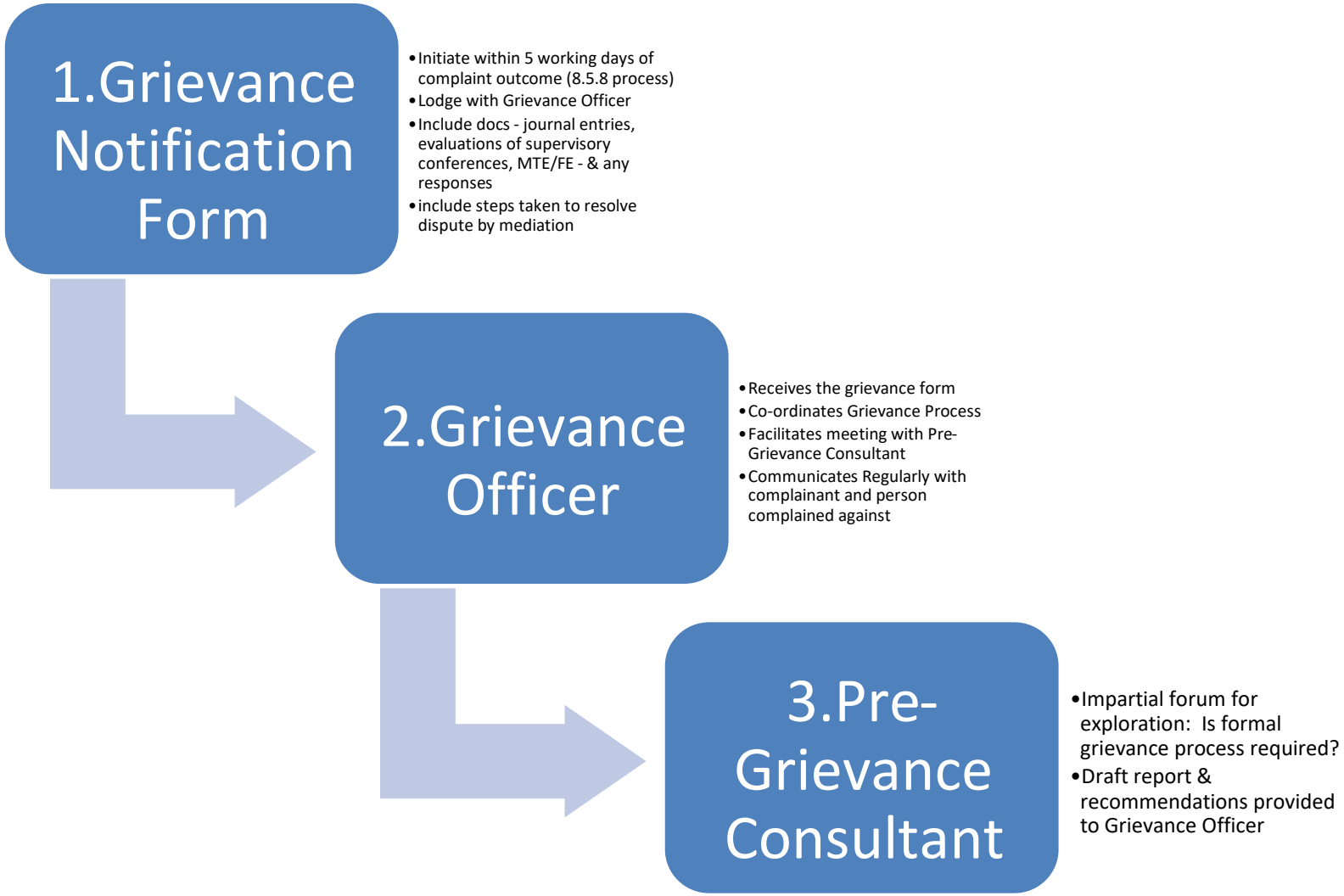
Appendix IX **Flow Chart of Complaint Process**

- Standard 8.5.8



Appendix X Flow Chart of Grievance Process

- Standard 9



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4.Grievance Officer

- Feedback from report to Complainant & ASACPEV Inc Executive suggesting the process going forward
- Grievance Officer now notifies ASACPEV's insurer
- If complainant decides to proceed Grievance Officer works to form Grievance Committee
- Ensures both parties have independent support if required

5.Grievance Committee

- Members - 3 ASACPEV supervisors &/or UOD reps (NB Grievance Officer NOT on committee), GO suggests Chair
- Examines grievance, decides whether justified and if so what action shall be taken to resolve it.
- Grievance notification form provided to member complained against
- Response from Member complained against forwarded to Committee Chair w/in 10 wkg days

6.Preliminary Meeting of Grievance Cte

- Looks at all documentation and prior mediation process without complainant, person complained against or Grievance officer being present
- Accepts/rejects/refer back for further info/clarification, must give reasons, decision to reject is final. Both parties notified of decision
- If reject - may refer either party to consultant (3 sessions)
- If accept - Committee meets w/in 5 working days

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7.Grievance Cte Meeting

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

8.Grievance Officer

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

9.Appeal Process

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

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Appendix XI Professional Development Log Book

ASACPEV Inc Supervisor's Professional Development Log Book

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

Name (Please print): _____

Date	Title of Activity	Duration	Activity Type	Hours Claimed

THIS FORM MAY BE PHOTOCOPIED IF ADDITIONAL SHEETS ARE REQUIRED

TOTAL POINTS: _____

Supervisor 's signature: _____Date: _____

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

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

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

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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

_____,

Supervisor in training in this centre

Has included the required consent forms from CPE students whose evaluations are included with these materials along with a consent form from the participants reported upon in supervision

OR

Has declared in writing that the supervisory candidate has de-identified the evaluations and supervisory reports of CPE participants included with these materials.

_____ _____

CPE Centre Director Date

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? (eg police record, health issues etc).

Questions might include and 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 (eg. 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? (eg 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 – STANDARD 5.10/5.17

Request for Accreditation/Review of Accreditation

1
- Candidate sends application for Accreditation (Standard 5.10.1) or Review of Accreditation (Standard 5.17.1) to ASACPEV Inc Chair of R&C ensuring all of is addressed

2
- NB
- 1. If request is to present to a committee immediately before the Conference each year the request must be with the ANZACPE PSC by 1 April each year.
- 2. If another time is sought then request must be with ANZACPE PSC 4 months prior to the requested date of review/accreditation. (Standard 5.11).

3
- Candidate to pay fees to ANZACPE (Standard 5.10.1.2)

4
- ASACPEV R&C to consider request and accept application if all Standards met

5
- ASACPEV R&C Chair to forward completed "Request form for Accreditation/Review of Accreditation" from ANZACPE website (Standard 5.11/5.17) to Chairperson of ANZACPE Professional Standards Committee

6
- Professional Standards Committee organise committee which includes 3 ASACPEV Clinical Pastoral Educators or Consultants, one of whom will be Chairperson and another Presenter - (NB no presenter for Review of Accreditation)

7
- Candidate negotiates with ANZACPE PSC to arrange venue and necessary hospitality (Standard 5.14.2, 5.17.3.1)

Post Committee Process

1. Chairpersons report sent to ANZACPE Professional Standards Committee for processing
2. Once processed, Professional Standards Committee sends Chairperson's report to Chair of ASACPEV R&C
3. ASACPEV R&C process Chairperson's report, including acceptance of decision, commendations and recommendations
4. ASACPEV R&C send outcomes, commendations and recommendations to ASACPEV Executive for ratification
5. Once ratified, ASACPEV Executive notify candidate of commmittee findings and ASACPEV Register is updated to reflect findings
6. Candidate may request copy of Chairperson's report from Accreditation Committee