ACPE

Standards & Manuals

2010 Standards

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STANDARDS of the Association for Clinical Pastoral Education, Inc.
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Preface

In the 1920's Richard C. Cabot conceived of clinical pastoral education (CPE) as a method of learning pastoral practice in a clinical setting under supervision. Anton T. Boisen enlarged the concept to include a case study method of theological inquiry -- a study of "living human documents." William S. Keller began supervising theological students in case study methods, believing pastoral practice was complete only as it addressed contributing social conditions. As CPE developed, other leaders integrated knowledge from medicine, psychology and other behavioral sciences into pastoral practice. (See www.acpe.edu/WhoWeAreHistory.html)

The Association for Clinical Pastoral Education, Inc. (ACPE) formed in 1967 after some forty years of experience, development and practice of clinical pastoral education by several organized but uncoordinated groups. The groups merging to form ACPE included the Council for Clinical Training of Theological Students, the Institute of Pastoral Care, Inc., the Lutheran Advisory Council on Pastoral Care, and the Southern Baptist Association of Clinical Pastoral Education. Thus ACPE became the standard setting, accrediting and certifying resource agency in the field of clinical pastoral education. It accredits institutions, agencies and parishes as clinical pastoral education centers to offer programs of clinical pastoral education and certifies supervisors to conduct these programs.

ACPE accredited centers offer clinical pastoral education as: part of theological education; training for pastoral ministry; training for institutional chaplaincy; training for pastoral counseling; training for certification as a supervisor of clinical pastoral education; and training for other specialized ministries. Theological schools give academic credit for clinical pastoral education according to the credit system of each school.

Note: *Definition of Terms 2010* (www.acpe.edu, manuals section) is an important companion document. <u>Please review it carefully for definitions of relevant terms; they are essential to the use and interpretation of the *ACPE Standards 2010*.</u>

STANDARDS
of the
Association for Clinical Pastoral Education, Inc.

Part One -- Introduction

I. Mission of the Association for Clinical Pastoral Education, Inc. (ACPE)

The Association for Clinical Pastoral Education, Inc. (ACPE) is a professional association committed to advancing experience-based theological education for seminarians, clergy and lay persons of diverse cultures, ethnic groups and faith traditions. ACPE establishes standards, certifies supervisors and accredits centers to provide programs of clinical pastoral education (CPE) in varied settings. ACPE approved programs promote the integration of personal history, faith tradition and the behavioral sciences in the practice of spiritual care.

II. Philosophy for Promulgation of Standards

As a professional association, ACPE has responsibility to the public to define standards of conduct for members and promulgate standards for education and certification in clinical pastoral education to safeguard the public and to help assure quality education for and competence of practitioners.

The Standards provide guidance and direction to ACPE members as to what the association has determined to be sound professional practice. These standards are to be enforced through the peer processes duly adopted by the Association for Clinical Pastoral Education, Inc. for that purpose. Neither the Standards nor processes for accountability to them are designed to provide basis for civil liability or judicatory processes in any other forum.

III. Standards Committee

A. Function and Authority

The Standards Committee, responsible to the ACPE Board of Representatives, recommends to the Board standards for ethical conduct of members, clinical pastoral education (CPE), accreditation of centers to offer programs of CPE, and certification of supervisors. The Board, after considering the recommendations of the Standards Committee, sets the standards for ethical conduct, clinical pastoral education, accreditation of programs to provide CPE, and certification of supervisors.

The Standards Committee develops recommendations for standards based on input from the ACPE Accreditation, Certification and Professional Ethics Commissions, ACPE members, constituents, cognate groups, care recipients, and the public. The Standards Committee also develops mechanisms for feedback and review of the respective Commissions' manuals every five years.

B. Composition

The Standards Committee is comprised of ten members: a representative from each of the nine regions and a chair. Members are elected for a three year term, with one-third elected each year. Members are elected by the Board of Representatives upon nomination by the Representation and Nomination Committee from the candidate(s) suggested by each region.

Part Two -- Standards

Standard 100 Code of Professional Ethics for ACPE Members

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members and students.

ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the *Accountability For Ethical Conduct Policy Report Form* (Appendix 1) and to promptly provide notice to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum.

Any ACPE member may invoke an ethics, accreditation or certification review process when a member's conduct, inside or outside their professional work involves an alleged abuse of power or authority, involves an alleged felony, or is the subject of civil action or discipline in another forum when any of these impinge upon the ability of a member to function effectively and credibly as a CPE supervisor, chaplain or spiritual care provider.

Standard 101 In relationship to those served, ACPE members:

101.1 affirm and respect the human dignity and individual worth of each person.

101.2 do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or disability.

101.3 respect the integrity and welfare of those served or supervised, refraining from disparagement and avoiding emotional exploitation, sexual exploitation, or any other kind of exploitation.

101.4 approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.

101.5 respect confidentiality to the extent permitted by law, regulations or other applicable rules.

101.6 follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.

Standard 102 In relation to other groups, ACPE members:

102.1 maintain good standing in their faith group.

102.2 abide by the professional practice and/or teaching standards of the state, the community and the institution in which they are employed. If for any reason they are not free to practice or teach according to conscience, they shall notify the employer and ACPE through the regional director.

102.3 maintain professional relationships with other persons in the ACPE center, institution in which employed and/or the community.

102.4 do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

Standard 103 In relation to ACPE, members:

103.1 continue professional education and growth, including participation in the meetings and affairs of ACPE.

103.2 avoid using knowledge, position or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of ACPE; or use affiliation with ACPE for purposes that are not consistent with ACPE standards.

103.3 speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body.

103.4 do not make intentionally false, misleading or incomplete statements about their work or ethical behavior.

Standard 104 In collegial relationships, ACPE members:

104.1 respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual or any other kind of exploitation.

104.2 take collegial and responsible action when concerns about incompetence, impairment or misconduct arise.

Standard 105 In conducting business matters, ACPE members:

105.1 carry out administrative responsibilities in a timely and professional manner.

105.2 implement sound fiscal practices, maintain accurate financial records and protect the integrity of funds entrusted to their care.

105.3 distinguish private opinions from those of ACPE, their faith group or profession in all publicity, public announcements or publications.

105.4 accurately describe the ACPE center, its pastoral services and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications advertising a center's programs shall include the type(s) and level(s) of education offered and the ACPE address, telephone number and website address.

105.5 accurately describe program expectations, including time requirements, in the admissions process for CPE programs.

Standard 200 Complaints

ACPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. If differences are not resolved, a complaint involving an alleged violation of the ACPE ethical or educational standards may be filed in accordance with the procedures set forth in *Processing Complaints of Ethics Code Violations, Policy for Complaints Alleging Violations of Educational Standards in Educational Programs, or Policy for Complaints Against the Accreditation Commission* respectively.

The Professional Ethics Commission has final authority to determine whether violations of ACPE ethical or professional standards have occurred and to determine final disposition of complaints. Policies and procedures for filing an ethics complaint, conducting mediation and hearings and disposing of complaints are found in *Processing Complaints of Ethics Code Violations.* The ACPE Board of Representatives may authorize the Professional Ethics Commission to implement the procedures in collaboration with another organization.

The Accreditation Commission has final authority to determine whether violations of ACPE educational standards have occurred and to determine final disposition of complaints. Policies and procedures for filing an educational complaint, conducting mediation and hearings and disposing of complaints are found in *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*

On occasion, there may be overlap between the ethics and the education standards implicated in complaints. ACPE will follow its processes in such complaints according to its discretion and may use either or both Commissions.

Standard 300 Accreditation

The Accreditation Commission establishes procedures and guidelines, detailed in the ACPE *Accreditation Manual*, for granting and maintaining the accreditation of an ACPE center and its programs. The Accreditation Commission has authority to take action on all accreditation matters, including granting, deferring, denying, suspending, or withdrawing accreditation for any center, subject to the ACPE appeal process.

300.1 All ACPE centers shall maintain compliance with ACPE Standards, reports, procedures, and fees as detailed in the ACPE Accreditation Manual.

301-306 ACPE Accredited Centers

All ACPE Accredited Centers shall:

Standard 301 develop and maintain a written plan which:

301.1 describes the administrative structure and lines of authority within the center.

301.2 provides for compliance with ACPE standards.

301.3 describes how commitments to students will be met in the event of substantial change within the institution or center.

Standard 302 provide at least the following components:

302.1 financial, human and physical resources sufficient to support the units of CPE offered by the center.

302.2 a population that provides students with opportunities for ministry and clinical pastoral education.

302.3 a written agreement that specifies the relationship and operational details between the center and any agency(ies) whenever a program uses elements from any agency(ies) external to itself.

Standard 303 provide these educational resources:

303.1 a faculty of sufficient size to fulfill program goals and comprised of persons authorized by ACPE:

- An Associate CPE Supervisor or CPE Supervisor may be the supervisor for no more than 13 full-time equivalent (FTE) students in CPE (Level I/ Level II).

- A Supervisory Candidate may be the supervisor for no more than 6 CPE (Level I/ Level II) students. (FTE does not apply to students of Supervisory Candidates).
- In supervisory education, a center's faculty should include at least one ACPE Supervisor for every 4 FTE Supervisory Education Students or Supervisory Candidates.

303.2 a faculty development plan.

303.3 interdisciplinary consultation and teaching within the program(s) provided by adjunct faculty and/or guest lecturers.

303.4 individual and group supervision by a person authorized by ACPE.
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303.5 a peer group of at least three CPE (Level I/II) students engaged in small group process and committed to fulfilling the requirements of the educational program.

303.6 access to library and educational facilities adequate to meet the ACPE standards.

303.7 access to current ACPE standards, commissions' manuals, the ACPE *Policy for Complaints Alleging Violation of ACPE Education Standards*, and the *ACPE Policy for Complaints Against the Accreditation Commission* (See Appendix 10 ACPE *Accreditation Manual*.).

303.8 student support services including, but not limited to, orientation, a process for educational guidance and recommendations for counseling resources, resume preparation and employment search.

Standard 304 provide all policies and procedures in writing and inform all students and ACPE program staff of their content. These include, but are not limited to:

304.1 an admission policy that clearly states the ACPE accredited center does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or disability.

304.2 a financial policy that clearly states fees, payment schedules, refunds, stipends, and benefits.

304.3 a complaint procedure consistent with ACPE standards and the ACPE manual *Processing Complaints of Ethics Violations* that addresses an alleged violation of the ACPE ethics standards.

304.4 a procedure for maintaining student records for ten years, which addresses confidentiality, access, content, and custody of student records should the center be without a supervisor and/or accreditation. (See *Guide for Student Records*, Appendix 7 B, ACPE *Accreditation Manual*.)

304.5 a procedure for providing consultation for CPE students.

304.6 a procedure for discipline, dismissal and withdrawal of students.

304.7 a policy for ethical conduct of students and program staff consistent with the ACPE Code of Ethics.

304.8 a statement of student rights and responsibilities.

304.9 an agreement for training at the ministry site that includes, but is not limited to:

- authorization to visit patients, parishioners or clients;
- access to appropriate clinical records and informed consent with regard to use of student materials; and
- agreement by the student to abide by center polices protecting confidentiality and rights of clients/patients/parishioners.

304.10 a policy and procedure that details how the accredited center will provide for completion of a unit or program in process if the supervisor is unable to continue.

304.11 supervision and program management by a person authorized by ACPE.

Standard 305 have consultation and program evaluation, including:

305.1 an on-going process of consultation with a designated professional advisory group.

305.2 on-going program evaluation sufficient to promote the continuous quality improvement of the educational program(s) including:

- course content and materials;
- success with respect to student achievement, including course completion, certification rate and job placement;
- educational methods and supervisory relationships;
- student to supervisor ratio;
- appropriate level of challenge in individual learning contracts; assessment of students' use of CPE.

Standard 306 accurately describe the center, its pastoral services and educational programs.

- All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication.
- Publications that advertise a center's programs shall include the type(s) and level(s) of education offered and the ACPE mailing address, telephone number and website address.

307-308 ACPE Accredited Programs

Standard 307 An applicant's suitability for admission to any CPE program is a matter of professional judgment by the ACPE accredited center in accordance with its admission policies. Requirements for admission to CPE programs include but are not limited to:

307.1 a completed ACPE application.

307.2 an admission interview with a qualified interviewer, for persons applying for an initial unit of CPE, to determine readiness for clinical learning.

307.3 either graduation from high school/completion of a GED or ordination by a faith community or commission to function in ministry by an appropriate religious authority as determined by ACPE.

307.4 fulfillment of education or experience requirements established by the ACPE accredited center.

307.5 acceptance by an ACPE center accredited for appropriate program type.

307.6 Additional requirements for admission to Supervisory CPE include, but are not limited to:

307.6.1 previous ministry experience in which the applicant demonstrated ability to function pastorally.

307.6.2 completion of at least four units of CPE (Level I/Level II).

307.6.3 successfully meeting CPE Level II outcomes as documented in the supervisor's evaluation or assessed in the readiness consultation.

307.6.4 demonstrates familiarity with the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (Appendix 2). Note: The ACPE Standards and Code of Ethics supersede these standards.

307.6.5 consultation for readiness for the student and supervisor as specified in the ACPE *Certification Manual*, Part Two, IV.A., p. 10.

307.6.6 current ACPE membership.

Standard 308 Program standards include:

308.1 a specific time period for a program unit of clinical pastoral education or a half unit of clinical pastoral education.

- A unit of CPE (Level I/Level II) is at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry.
- A half unit of CPE (Level I/Level II) is at least 240 hours combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry.

308.2 supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.

308.3 supervision and program management by a person authorized by ACPE.

308.4 an individual contract for learning developed collaboratively by the student and supervisor.

308.5 a relational learning environment that fosters growth in pastoral formation, pastoral reflection and pastoral competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

308.6 an instructional plan that employs a process model of education and clinical method of learning including:

308.6.1 delineation and use of students' goals.

308.6.2 core curriculum appropriate to the CPE setting.

308.6.3 clearly written syllabus.

308.6.4 evidence of congruence between program goals and the mission of the institution.

308.6.5 program evaluation by the students.

308.7 presentation and use of literature and instruction appropriate to the students' learning goals and needs.

308.8 final evaluations written by the student and supervisor**.**

308.8.1 Supervisor's evaluation will be available to the student within 45 calendar days of the completion of the unit. To extend this deadline in rare unusual circumstances, the supervisor may negotiate with the student and receive approval from the regional accreditation chair to extend this deadline. The supervisor's evaluation will document this process, and such extensions must be reported on the next annual report.

308.8.2 Supervisor's assessment reflects professional judgment about student's work, abilities, strengths, weaknesses.

308.8.3 Supervisor certifies completion of a unit or half unit of CPE (Level I/II) or Supervisory CPE.

308.8.4 Student may attach a written response to the supervisor's evaluation, which then becomes part of the student's record.

308.9 Additional program standards for Supervisory CPE include, but are not limited to:

308.9.1. A specific time period for a program unit of supervisory CPE or a half unit of supervisory CPE

- A <u>unit of Supervisory CPE</u> consists of a clinical supervisory practicum of at least 400 hours, which includes no less than 100 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.
- A <u>half-unit of Supervisory CPE</u> consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

308.9.2 Supervisory CPE programs will demonstrate how a Supervisory Education Student advances from observing the supervision of CPE to supervising defined program activities to supervising CPE programs under supervision as a Supervisory Candidate. The curriculum will include supervision of the student's work, active participation in a supervisory student peer group, and individual or independent study related to the curriculum.

308.9.3 The curriculum of a specific unit may include program planning, professional reading, theory writing, and active participation in a consortium or in regionally sponsored educational events.

308.9.4 An educational plan that enables a supervisory student to complete a minimum of one and a maximum of four units of Supervisory CPE in one year and that describes a two to three year curriculum plan for a student in full time Supervisory CPE.

308.9.5 A supervisory education curriculum will address the theoretical underpinnings of clinical pastoral supervision. A bibliography and resource guide will be provided that is sufficient to acquaint the supervisory student with:

- history of CPE,
- theology,
- educational theory,
- behavioral sciences,
- multicultural theory,
- management/ administration of educational programs,
- group theory,
- supervisory theory, and
- personal and professional ethics.

308.9.6 A relational learning environment that fosters growth in competence as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, and CPE program design and implementation.

308.10 Over a ten year accreditation period, 75% of students entering units of CPE (Level I/Level II) or Supervisory CPE receive credit for those units.

309-319 Objectives and Outcomes of ACPE Accredited Programs

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. ACPE accredits two types of clinical pastoral education programs: CPE (Level I/Level II) and Supervisory CPE. ACPE accredited programs provide a progressive learning experience through a two level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I/Level II) curriculum outcomes is prerequisite for admission to Supervisory CPE.

309-310 Objectives of CPE (Level I/Level II)

CPE (Level I/Level II) enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum.

CPE (Level I/Level II) objectives define the scope of the CPE (Level I/Level II) program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

Standard 309 The center designs its CPE (Level I/Level II) curriculum to facilitate the students' achievement of the following objectives:

Pastoral Formation

309.1 to develop students' awareness of themselves as ministers and of the ways their ministry affects persons.

309.2 to develop students' awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

309.3 to develop students' ability to engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.

Pastoral Competence

309.4 to develop students' awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

309.5 to develop students' skills in providing intensive and extensive pastoral care and counseling to persons.

309.6 to develop students' ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

309.7 to teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.

309.8 to develop students' capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

Pastoral Reflection

309.9 to develop students' understanding and ability to apply the clinical method of learning.

309.10 to develop students' abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's ministry.

Standard 310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students' achievement of the following additional objectives:

310.1 to afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.

310.2 to provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

310.3 to provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

311-312 Outcomes of CPE (Level I/Level II) Programs

Standard 311 Outcomes of CPE Level I

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. Satisfactory achievement of Level I outcomes must be documented in the supervisor's evaluation(s).

At the conclusion of CPE Level I students are able to:

Pastoral Formation

311.1 articulate the central themes of their religious heritage and the theological understanding that informs their ministry.

311.2 identify and discuss major life events, relationships and cultural contexts that influence personal identity as expressed in pastoral functioning.

311.3 initiate peer group and supervisory consultation and receive critique about one's ministry practice.

Pastoral Competence

311.4 risk offering appropriate and timely critique.

311.5 recognize relational dynamics within group contexts.

311.6 demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice.

311.7 initiate helping relationships within and across diverse populations.

Pastoral Reflection

311.8 use the clinical methods of learning to achieve their educational goals.

311.9 formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

Standard 312 Outcomes of CPE Level II

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. Level II curriculum involves at least two or more program units of CPE.

The supervisor determines whether the student has completed Level II outcomes based on the student's competence. The supervisor must document completion of Level II outcomes in the student's final evaluation.

At the conclusion of CPE Level II students are able to:

Pastoral Formation

312.1 articulate an understanding of the pastoral role that is congruent with their personal and cultural values, basic assumptions and personhood.

Pastoral Competence

312.2 provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice issues without imposing their own perspectives.

312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

312.4 assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.

312.5 manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication.

312.6 demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries.

Pastoral Reflection

312.7 establish collaboration and dialogue with peers, authorities and other professionals.

312.8 demonstrate awareness of the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (Appendix 2). Note: The ACPE Standards and Code of Ethics supersede these standards.

312.9. demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

313 Objectives of Supervisory CPE

Through Supervisory CPE, qualified persons who have demonstrated pastoral, professional and clinical competence will develop competence in the art, theory and practice of supervision of clinical pastoral education.

The objectives of Supervisory CPE define the scope of the Supervisory CPE program curriculum. Outcomes define the competencies that result from a supervisory student's participation in Supervisory CPE programs.

Standard 313 The Supervisory CPE center designs its Supervisory CPE curriculum to facilitate achievement of the following objectives:

313.1 to develop supervisory students' knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.

313.2 to provide students practice in the supervision of CPE under the supervision of an ACPE Supervisor.

313.3 to facilitate students' integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.

314- 319 Outcomes of Supervisory CPE

Standard 314 Outcomes achieved by Supervisory CPE students accrue in six areas of competency derived from the Supervisory CPE objectives. A successful candidate for certification as ACPE Associate Supervisor demonstrates the following:

Standard 315 Competence as a pastoral supervisor:

315.1 maintains personal integrity and a deepening pastoral identity.

315.2 demonstrates emotional and spiritual maturity.

315.3 forms meaningful pastoral relationships.

315.4 self-supervises own on-going pastoral practice.

315.5 refines one's professional identity as a clinical pastoral educator.

315.6 demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

Standard 316 Competence in the theories of supervision:

316.1 articulates understanding of and methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.

316.2 articulates and implements a philosophy of CPE based on an educational model integrating the theory and practice of CPE, which is based on and congruent with one's theology.

316.3 articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one's theology.

Standard 317 Competence in the practice of CPE supervision including:

317.1 individual supervision

317.1.1 assesses an individual student's learning patterns, personality, religious history, and cultural values as a basis for supervisory strategies.

317.1.2 supervises students' pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist students' movement toward pastoral identity.

317.1.3 defines and evaluates students' pastoral and personal resources, and uses supervisory strategies and interventions to facilitate students' learning and development in pastoral care.

317.1.4 assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.

317.1.5 uses one's personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style.

317.2 group CPE supervision

317.2.1 facilitates development of group interpersonal interaction.

317.2.2 enables students to use their responses to the program as a learning experience.

Standard 318 Competence in CPE program design and implementation:

318.1 develops and organizes programs of CPE based on program educational principles appropriate to experiential learning .

318.2 manages CPE programs effectively.

318.3 develops a variety of CPE program resources.

318.4 uses diverse clinical educational methods.

318.5 works with the theological implications of the ministry context.

318.6 understands and applies professional organizational ethics as they relate to CPE and pastoral practice.

318.7 uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education.

318.8 advocates for students based on awareness of how persons' social locations, systems and structures affect one's ministry, learning and the educational context.

318.9 considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.

Standard 319 Competence in pastoral education:

319.1 integrates educational theory, knowledge of behavioral science, professional and organizational ethics, theology, and pastoral identity into supervisory function.

319.2 demonstrates awareness of the cultural contexts of diverse student groups and clinical populations that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.

320 Appeal of Adverse Accreditation Decisions

Informal discussion and consultation are available when adverse accreditation decisions are rendered. Applicants seeking accreditation have a right to request a review of an adverse decision and a right to an orderly presentation of views when a decision is appealed.

320.1 The procedures for filing an appeal, designed to insure the right of due process as defined by the U.S. Department of Education, are found in the ACPE *Accreditation Manual*, Appendix 9 *Appeal of Adverse Accreditation Decision(s).*

320.2 An appeal must be based on the grounds that such decision was:

- arbitrary, capricious or otherwise in violation of ACPE standards or the ACPE *Accreditation Manual*;

  or
- not supported by substantial evidence in the record on which the adverse decision was based.

Standard 400 Certification

Certification by ACPE is granted by the Certification Commission. The Certification Commission establishes procedures and guidelines, detailed in the *ACPE Certification Manual*, for granting and maintaining certification of CPE Supervisors.

The Certification Commission has authority to take action on all certification matters, including: granting, denying or continuing certification; defining and implementing procedures by which certification may be withdrawn; and determining the limits and conditions under which a person in training may practice supervision. All Certification Commission decisions are subject to the ACPE appeal process.

Entry into the formal certification process requires successful completion of at least four units of CPE (Level I/Level II) and demonstration of having met CPE (Level I/Level II) outcomes. (See ACPE *Certification Manual.*)

Individuals are progressively authorized to conduct clinical supervision through levels of certification from Supervisory Candidate to Associate Supervisor to ACPE Supervisor. Supervisory Education Students (SES) are accepted into programs of Supervisory CPE in preparation for certification as a Supervisory Candidate.

Standard 401 Supervisory Education Practice

Supervisory education involves the practice of supervision within limits set by the center's supervisory education program and the requirements of certification in ACPE. Supervisory education practicum requirements apply to students enrolled in Supervisory CPE at both pre-candidate and candidate levels.

401.1 A Supervisory Education Student's practice of supervision is limited to those activities as described in the center's supervisory education program curriculum. Supervisory CPE programs will demonstrate how Supervisory Education Students advance from observing the supervision of CPE to supervising defined program activities under direct observation by an ACPE authorized certified Supervisor.

401.2 Supervisory Education Students may observe supervision and begin assisting with limited elements of a CPE (Level I/Level II) program based on their development. Prior to certification as Candidate, Supervisory Education Students may not serve as a CPE (Level I/Level II) student's supervisor.

401. 3 The supervisory education practicum for Candidates will involve the development and conduct of programs of CPE (Level I/Level II) under supervision.

Standard 402 Pre-Certification: Preparation for Candidacy (Readiness Consultation)

Formal Requirements include:

402.1 current ACPE clinical membership;

402.2 satisfactory completion of four units of CPE (Level I/Level II) (Standard 400);

402.3 acceptance into an ACPE accredited program of Supervisory CPE.

402.4 pre-certification consultation addressing the student's readiness to enter supervisory CPE, plans for the educational program, and theological foundation for providing pastoral care. This consultation should occur either before or within six months of being accepted into an ACPE accredited program of Supervisory CPE.

402.5 Supervisor responsible for Supervisory CPE must be a certified ACPE Supervisor.

403-406 Certification as Supervisory Candidate

Standard 403Formal requirements include:

403.1 ACPE membership.

403.2 college graduation.

403.3 graduate theological degree or its equivalent.

403.4 ordination or commission to function in ministry by an appropriate religious authority as determined by ACPE.

403.5 faith group endorsement/accountability.

403.6 pastoral experience.

403.7 completion of at least one unit of Supervisory CPE.

Standard 404 Pastoral competence:

Demonstrates

404.1 personal integrity and pastoral identity.

404.2 emotional and spiritual maturity.

404.3 ability to form meaningful pastoral relationships.

Standard 405 Conceptual competence:

405.1 is familiar with diverse conceptual frameworks in pastoral theology and the behavioral and social sciences as they relate to pastoral functioning.

405.2 integrates knowledge, skill, theory, and practice to the end that one functions creatively, flexibly and imaginatively in pastoral ministry.

Standard 406 Potential for certification by ACPE as an ACPE Supervisor:

406.1 demonstrates an understanding of CPE supervision that is congruent with ACPE standards.

406.2 integrates personal and professional strengths and weaknesses and understands how these factors influence supervision**.**

407-410 Certification as Associate Supervisor

Standard 407 Formal requirements:

407.1 certification as Supervisory Candidate.

407.2 ACPE membership as a Supervisory Candidate.

407.3 completion of at least two units of supervised supervision of CPE as a Supervisory Candidate.

407.4 approval of all required theory position papers.

407.5 enrollment in an ACPE Center that is accredited for the Supervisory CPE program whenever supervising CPE (Level I/Level II) students.

Standard 408 Supervisory competence:

408.1 completes the objectives and outcomes of Supervisory CPE.

40 8.2 chooses among methods of individual and group supervision.

408.3 plans, organizes and implements a unit of CPE.

408.4 relates to and uses interdisciplinary teaching resources.

408.5 critiques one's supervisory methodology based on feedback.

408.6 demonstrates collegial competence.

Standard 409 Conceptual competence:

409.1 is familiar with diverse conceptual frameworks in pastoral theology, personality theory, learning theory, group process theory, cultural anthropology, social organization, and change.

409.2 is able to articulate and integrate one's theory, skill and art of supervision.

409.3 knows the ACPE standards and the history of CPE.

409. 4 is able to affirm and/or modify one's supervision in response to self-reflection, self-evaluation and the consultation of one's supervisors, peers and students**.**

Standard 410 Continues to demonstrate pastoral competence as defined in Standard 404.

411-412 Certification as ACPE Supervisor

Standard 411 Formal requirements:

411.1 certification as Associate Supervisor.

411.2 ACPE membership.

411.3 having conducted at least two independent units of CPE following certification as Associate Supervisor.

Standard 412 Professional competence:

Demonstrates

412.1 supervisory competence and conceptual competence as defined in Standards 408-409.

412.2 autonomy in CPE supervision that is both responsible and collegial.

413 Continuation of Supervisory Status is contingent upon:

413.1 adhering to the ACPE Code of Professional Ethics.

413.2 demonstrating spiritual and educational growth.

413.3 supervising students in an ACPE accredited program at least once every three years or participating in other CPE-related educational activities.

413.4 maintaining ordination or commission to function in ministry by an appropriate religious authority.

413.5 maintaining faith group endorsement.

413.6 participating in peer review at least every five years in accordance with regional procedures.

413.7 maintaining membership in ACPE.

414 Reciprocity for CPE Supervisor Status

Procedures and guidelines for reciprocity shall be included in the ACPE *Certification Manual* (Part Two, IV. K, p. 42). Organizations with which reciprocity exists are published on the ACPE website at http://acpe.edu/WhoWeAreRR.html.

415 Appeal of Certification Decisions

Applicants seeking certification have a right to request a review of a negative decision and a right to an orderly presentation of views when a decision is appealed. Members of sub-committees rendering a negative certification decision are prohibited from discussing the dynamics of the review process with the applicant or anyone outside the committee until the time for filing an appeal has passed.

415.1 The procedures for filing an appeal, designed to insure the right of fair process as defined by ACPE, are found in the ACPE *Certification Manual*, Appendix 7, *Appeal of Negative Certification Decisions*.

415.2 An appeal must be based on the grounds that such decision was:

- arbitrary, capricious or otherwise in violation of ACPE standards or the ACPE *Certification Manual;* or
- not supported by substantial evidence in the record on which the negative decision was based.

PART THREE -- APPENDICES

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APPENDIX 1

ACCOUNTABILITY FOR ETHICAL CONDUCT POLICY
REPORT FORM

*For the purposes of this Policy, "**member**" refers to: **ACPE Supervisor**s, **Associate Supervisor**s, Active Retired **Supervisors**, **Supervisory Candidates**, and Clinical **Members**.*

I certify that (a) no discipline or corrective action arising from a complaint of unethical or felonious conduct has been imposed on me, and no complaint against me for unethical or felonious conduct is pending in a civil, criminal, ecclesiastical, employment or another professional organization's forum; and, (b) I have never resigned, been transferred or terminated, nor negotiated a settlement from a position for reasons related to unethical or felonious conduct.

Date_____/_____/_____

Signature_____

If the above cannot be certified, please provide an account of the complaint including the forum, the charges, and the final outcome. Provide the names of people involved in the process whom you authorize to provide full information to ACPE representatives. Prior actions are not an automatic bar to ACPE membership. Each situation will be evaluated on its own merits by an Accountability Review Committee composed of the Executive Director, the Chair of the Professional Ethics Commission (PEC), the Chair of the Certification Commission, the PEC legal consultant, and a designated Board member. ACPE has the right to extend or deny candidacy status or membership regardless of previous complaints, other forum's findings or subsequent remedial actions according to the judgment of the named representatives to the Accountability Review Committee on behalf of the Association. If denied, the applicant may resubmit an application at a later time. Decisions are final and binding on ACPE. *(Attach pages if necessary.)*

I understand that as a condition of membership in the Association for Clinical Pastoral Education I will provide to the Association timely notice of any complaint of unethical or felonious conduct filed against me. I agree to provide to the ACPE Professional Ethics Commission in a timely fashion the information it requests regarding the investigation, adjudication, dismissal or settlement of such complaint. Failure to report or provide accurate, full and truthful information may be grounds for discipline including removal of membership in the Association for Clinical Pastoral Education, Inc.

Date_____/_____/_____

Signature_____

Printed
Name_____

Current Membership
Category_____

APPENDIX 2

Common Standards for Professional Chaplaincy

This document is one of four foundational documents affirmed by the constituent boards of the Council on Collaboration on November 7, 2004 in Portland, Maine. Collectively, these documents establish a unified voice for the six organizations that have affirmed them and describe what it means to these organizations to be a professional pastoral care provider, pastoral counselor or educator. The four documents are:

- Common Standards for Professional Chaplaincy;
- Common Standards for Pastoral Educators/Supervisors;
- Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students;
- Principles for Processing Ethical Complaints.

The complete documents and information about each of the collaborating groups can be found on the following websites:

- Association of Professional Chaplains (APC) www.professionalchaplains.org
- American Association of Pastoral Counselors (AAPC) www.aapc.org
- Association for Clinical Pastoral Education (ACPE) www.acpe.edu
- National Association of Catholic Chaplains (NACC) www.nacc.org
- National Association of Jewish Chaplains (NAJC) www.najc.org
- Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP) www.cappe.org

Note: The ACPE Standards and Code of Ethics supersede these standards.

Qualifications of Professional Chaplaincy

The candidate for certification must:

QUA1: Provide documentation of current endorsement or of good standing in accordance with the requirements of his/her own faith tradition.

QUA2: Be current in the payment of the professional association's annual dues.

QUA3: Have completed an undergraduate degree from a college, university, or theological school accredited by a member of the Council for Higher Education Accreditation (www.chea.org); and a graduate-level theological degree from a college, university or theological school accredited by a member of the Council for Higher Education Accreditation. Equivalencies for the undergraduate and/or graduate level theological degree will be granted by the individual professional organizations according to their own established guidelines.

QUA4: Provide documentation of a minimum of four units of Clinical Pastoral Education (CPE) accredited by the Association for Clinical Pastoral Education (ACPE), the United States Conference of Catholic Bishops Commission on Certification and Accreditation, or the Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP). Equivalency for one unit of CPE may be considered.

Section I Theory of Pastoral Care

The candidate for certification will demonstrate the ability to:

TPC1: Articulate a theology of spiritual care that is integrated with a theory of pastoral practice.

TPC2: Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of pastoral care.

TPC3: Incorporate the spiritual and emotional dimensions of human development into the practice of pastoral care.

TPC4: Incorporate a working knowledge of ethics appropriate to the pastoral context.

TPC5: Articulate a conceptual understanding of group dynamics and organizational behavior.

Section II Identity and Conduct

The candidate for certification will demonstrate the ability to:

IDC1: Function pastorally in a manner that respects the physical, emotional, and spiritual boundaries of others.

IDC2: Use pastoral authority appropriately.

IDC3: Identify one’s professional strengths and limitations in the provision of pastoral care.

IDC4: Articulate ways in which one’s feelings, attitudes, values, and assumptions affect one’s pastoral care.

IDC5: Advocate for the persons in one’s care.

IDC6: Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students

IDC7: Attend to one’s own physical, emotional, and spiritual well-being.

IDC8: Communicate effectively orally and in writing.

IDC9: Present oneself in a manner that reflects professional behavior, including appropriate attire and personal hygiene.

Section III Pastoral

The candidate for certification will demonstrate the ability to:

PAS1: Establish, deepen and end pastoral relationships with sensitivity, openness, and respect.

PAS2: Provide effective pastoral support that contributes to well-being of patients, their families, and staff.

PAS3: Provide pastoral care that respects diversity and differences including, but not limited to culture, gender, sexual orientation and spiritual/religious practices.

PAS4: Triage and manage crises in the practice of pastoral care.

PAS5: Provide pastoral care to persons experiencing loss and grief.

PAS6: Formulate and utilize spiritual assessments in order to contribute to plans of care.

PAS7: Provide religious/spiritual resources appropriate to the care of patients, families and staff.

PAS8: Develop, coordinate and facilitate public worship / spiritual practices appropriate to diverse settings and needs.

PAS9: Facilitate theological reflection in the practice of pastoral care.

Section IV Professional

The candidate for certification will demonstrate the ability to:

PRO1: Promote the integration of Pastoral / Spiritual Care into the life and service of the institution in which it resides.

PRO2: Establish and maintain professional and interdisciplinary relationships.

PRO3: Articulate an understanding of institutional culture and systems, and systemic relationships.

PRO4: Support, promote, and encourage ethical decision-making and care.

PRO5: Document one's contribution of care effectively in the appropriate records.

PRO6: Foster a collaborative relationship with community clergy and faith group leaders.

Requirements for the maintenance of certification:

In order to maintain status as a Certified Chaplain, the chaplain must

MNT1: Participate in a peer review process every fifth year.

MNT2: Document fifty (50) hours of annual continuing education. (Recommendation that personal therapy, spiritual direction, supervision, and/or peer review be an acceptable options for continuing education hours.)

MNT3: Provide documentation every fifth year of current endorsement or of good standing in accordance with the requirements of his/her own faith tradition.

MNT4: Be current in the payment of the professional association's annual dues.

MNT5: Adhere to the Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students.