



## e-Newsletter

November 2011

*A publication of the Association for Clinical Pastoral Education, Inc.*

### Study Document on Changes for the 2015 ACPE Standards

To: ACPE members and current students, members of ACPE cognate groups, and other interested parties

*You are invited to read this document and pose questions, offer suggestions, express objections, or otherwise comment on its content by January 15, 2012.*

#### Introduction

As the Standards' Committee is in the process of reviewing the 2010 ACPE Standards and considering what changes may be needed for the 2015 ACPE Standards, we decided to develop a study document regarding two proposed changes. We are seeking comment from interested parties about these proposed changes, specifically from ACPE members, students, members of cognate groups, and members of the public. Your opinions matter. We will review your feedback at our next meeting in February 2012. Based on the feedback we will propose these changes to the ACPE Board for inclusion in the 2015 ACPE Standards, discard these changes, or make revisions and present them in a new study document. These are not the only changes that will be considered for the 2015 ACPE Standards. You will have the opportunity to comment as Standards Committee develops further proposals. If there are items in Standards that you think need to be changed or clarified, please let us know.

#### I. **Supervisors' Final Written Evaluations**

##### A. **Proposed Change**

To change ACPE Standard 308.8.2 (proposed changes in **bold print**)

"Supervisor's assessment reflects, **in narrative form**, professional judgment about the student's work, abilities, strengths, and weaknesses **relative to the student's learning goals and each of the ACPE Outcomes for the appropriate level of CPE. Forms of written evaluation emphasizing objective criteria may be used to augment the narrative evaluation content.**

In addition to the change in the wording of Standard 308.8.2, to include the following specific definitions in the definition of terms:

**Work** – Completion of the assignments, reflection on personal dynamics, engagement of interpersonal relationships, development in the educational context and ministry to persons expected in the CPE program

**Abilities** – Competencies and skills relative to functioning as spiritual caregiver

**Strengths** – Specific personal and professional characteristics that contribute to the student's growing excellence as a spiritual caregiver.

**Weaknesses** – Specific characteristics and growth issues that describe a prescriptive focus for the student's continued education and development as a professional spiritual caregiver

## B. **Rationale for the Change**

A rich tradition in the clinical ministry movement, supervisors' final written evaluations of students in their form, outline, and content reflect the goals of the final evaluation process in CPE.

In written evaluations students' learning process is summarized in a descriptive form that honors the nature of process education. This summary serves as review of the unit and as roadmap for future development in ministry.

For the CPE supervisor, final evaluations offer an opportunity to reflect, review, and continue to learn from the supervisory process with each student and the CPE group.

Providing checklist assessments alone is not sufficient to describe the specifics of a student's humanity, pastoral identity and experience of CPE.

The new standard addresses more adequately both the purpose and the usefulness of the supervisor's written final evaluation

Use of the Level I and Level II Outcomes is congruent with evaluating student progress regarding the officially stated expectations for ACPE programs

Stakeholders, notably theology school field education faculty, express appreciation and need for identifying specific student issues that will likely impact their future ministry and colleague relationships

## II. Including "Clinical Ethics" in Outcomes and Objectives

### A. **Proposed Change**

To include "Clinical Ethics" in the Outcomes and Objectives, which involves adding one new ACPE Level I Outcome; one new ACPE Level II Outcome; one new ACPE Outcome for Supervisory CPE, and alters the wording in three Objectives (proposed addition and changes in **bold**);

Changes to Level I Outcomes: Add 311.8 to the Pastoral Competence section, and change the numbering of the next two Outcomes to 311.9 and 311.10 respectively.

**311.8 recognize the impact of one's own and others' core values on clinical decision making.**

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

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

Changes to Level II Outcomes: Add 312.7 to the Pastoral Competence section, and change the numbering of the next three Outcomes to 312.8, 312.9 and 312.10 respectively.

**312.7 demonstrate use of ethics concepts in the ability to understand and contribute to resolutions in clinical ethics dilemmas.**

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**312.8** establish collaboration and dialogue with peers, authorities and other professionals.

**312.9** 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.

**312.10** demonstrate self-supervision through realistic self-evaluation of pastoral functioning."

Changes to Outcomes of Supervisory Education: Add one Outcome to the "Competence as a pastoral supervisor" section

**315.7 demonstrate conceptual understanding in addressing ethics issues in pastoral practice, the supervisory relationship, and student learning."**

Changes to Objectives of CPE:

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

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

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

**B. Rationale for the Change**

As clinical ethics perspectives have become crucial in clinical practice, it has become necessary for all clinical pastoral practitioners to be competent partners in conversations regarding patients' ethics issues. Clinical pastoral practitioners need to demonstrate the capacity to use concepts and principles of medical ethics in patient care.

Not all seminaries provide theological students with learning opportunities in medical ethics.

Future clergy and religious leaders of all faith backgrounds need to be aware of their own values that they bring to counseling or pastoral care situations, in which clinical ethics issues are prevalent.

Board certification calls for expertise in ethics. Traditionally this was understood as professional ethics competency only. Increasingly, the clinical demands on chaplains call for basic clinical ethics knowledge, skills, and awareness of attitudes. Currently the Common Standards for Chaplains (TPC4) requires a "working knowledge of ethics appropriate to the pastoral context." There is no ACPE Standard to require such competence of Level I and Level II CPE students, Students in Supervisory Education, Supervisory Candidates, and Supervisors."

CPE supervisors need such competence in order to prepare chaplains for ethics consulting work. Future supervisors need to be able to identify clinical ethics issues that their students are raising or struggling with. Competent supervision calls for conceptual, clinical, and supervisory skill in the area of medical ethics.

The new standards and outcomes emphasize the increasing need of the profession of chaplaincy and supervision to articulate clear competencies.

The added standards and outcomes close the gap between the requirements for certification and the CPE educational experience, which claims to prepare students for certification.

**Please Direct Comments** about this study document either to your Regional Standards Representative or to the Chair of Standards Committee **by January 15th**:

Chairperson: [Keith Espenshade](#)

Northeast Region: [Angelika Zollfrank](#)

Eastern Region: [David Daniel Klipper](#)

Mid-Atlantic Region: [Beth Jackson-Jordan](#)

Southeast Region: [Fred Smoot](#)

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