



**Supervisory Education
Draft Core Curriculum 3/22/2011**

About a Core Curriculum

The following core curriculum is intended to capture the *essential* concepts and readings of ACPE's supervisory education process, with each training center and supervisor developing their own broader curricula and training process. The ACPE Certification process suggests a *developmental* and *integrative* process for those entering into the study and practice of CPE supervision, which is largely reflective of the subjective elements of a curriculum, and of the training center and supervisor. A core curriculum is intended to provide a structure and the basic elements that prompt the professional development of the student in supervisory education. The content areas identifiable in ACPE standards taken together with the certification requirements shape a progressive curriculum supportive of evolving conceptual competence, practice and integration. Certification review evaluates the supervisory student's progress in relation to these requirements and to the expectations of each given stage of the certification process. Supervisory education curricula are based on:

- ACPE Program Standards Section 308
- the objectives and outcomes for Supervisory Education set forth in ACPE's Objective and Outcome Standards Section 313 (curriculum) and 314ff (Objectives and Outcomes)
- the requirements for certification as a CPE Supervisor as set forth in the ACPE Certification Manual.

The included *suggested readings* lists are intended to assist the student and the training supervisor to gain an understanding of the history and scope of professional development in the field and of the personal integration that is needed to successfully move through the certification process. These suggested readings are not intended to be comprehensive, nor are they to be considered required reading for students in the certification process.

Supervisory CPE Pre-admission Recommendations

In ACPE-accredited Supervisory Education Programs, students begin their program with a consultation on readiness. ACPE has developed this core curriculum for supervisory education which outlines a course of study that supports a student's work from readiness to candidacy, from candidacy to Associate Supervisor, and from Associate to ACPE Supervisor. This section is intended to assist prospective supervisory students in self assessment and preparation, and supervisory educators in reviewing the qualifications of applicant's for admission to Supervisory CPE.

Focus of the Readiness Consultation:

Persons interested in applying for supervisory education should familiarize themselves with the admission requirements and standards for supervisory certification. In addition to the formal

requirements for admission, prospective supervisory students should have a developed capacity to demonstrate the following competencies both in writing and with a consultation committee charged with reviewing their readiness:

- Pastoral competence consistent with ACPE CPE Level II learning outcomes
- A level of self-knowledge, awareness and clinical skill sufficient to support their pastoral/professional functioning
- Ability to discuss the ways in which personal history informs and shapes pastoral and professional identity
- Depth of theological thought and reflection on pastoral practice
- Spiritual health and maturity
- The capacity to lead

Content Relevant to Entry into Supervisory Education:

- Familiarity with the history of CPE
- Knowledge of the history of spiritual care in America
- Critical grasp of how one's own faith tradition addresses the human condition
- Expertise in professional clinical ministry and the care of persons

Suggested Preparation for Pre-Readiness Consultation:

- Read certification manual
- Assemble required documentation
- Prepare and organize required graduate quality materials
- Schedule and meet readiness committee
- File presenter and consultation reports

Bibliography:

Effective pastoral functioning:

- Capps, Donald, Reframing: A New Method in Pastoral Care
- Clinebell, Robert, Basic Types of Pastoral Care and Counseling
- Doehring, Carrie, The Practice of Pastoral Care: A Postmodern Approach

Integration of personal history and professional identity:

- Fowler, James W, Stages of Faith: The Psychology of Human Development and the Quest for Meaning
- Snorton, Teresa E., Through the Eyes of Women: Insights for Pastoral Care

Theological depth and spiritual health:

- Chittister, Joan, Scarred by Struggle, Transformed by Hope
- Killen & DeBeer, The Art of Theological Reflection

Leadership Capacities and Motivation for Supervisory Education:

- Holifield, E. Brooks, A History of Pastoral Care in America: From Salvation to Self-realization
- Thornton, Edward E., Professional Education for Ministry: A History of Clinical Pastoral Education

From Admission to Candidacy (Pre-Candidacy)

Program Focus:

- Standard 315
- Pastoral identity
- Personal authority
- Articulation of CPE methodology and outcomes
- Developing identity as pastoral educator
- Theological breadth
- Congruence of theology and practice
- Personal religious/ethnic/cultural perspectives and interests

Curriculum Focus:

Introduction to the practice of supervision through reading, observation, and preparation of candidacy application.

Content Topics:

- The ACPE Standards and Code of Ethics
- Survey of theories of supervision with emphasis on the supervisory relationship
- Review of behavioral and social sciences as applied to pastoral function with emphasis on psychodynamic and systems theory development
- Theology of spiritual care with emphasis on integration of theology and spirituality, contemporary theologies and relational-cultural theories
- CPE supervision through the lens of ACPE Standards and Code of Ethics
- Personal cultural history and how it shapes the practice of ministry
- Cultural awareness with emphasis on cultural sensitivity

Practice Level:

- Observe supervision
- Discuss observation as relates to theory and practice
- Begin co-supervision as ready
- Develop a theology of pastoral care and supervision
- Integration of personal history, pastoral identity and pastoral theology as it is expressed and demonstrated within pastoral functioning

Tasks Pre-Candidacy:

- Master applicable section of certification manual
- Assemble required documentation
- Practice demonstration of integration and pastoral functioning through consultation with peers and supervisors
- Prepare and organize required graduate quality materials
- Schedule Certification Committee Appearance
- File Materials, Consultation, Presenter, and Committee Action Reports

Bibliography:

Pastoral identity:

- Dykstra, Robert C., Images of Pastoral Care
- Steere et al, The Supervision of Pastoral Care

Personal authority:

- Kegan, Robert, In Over Our Heads
- Palmer, Parker, To Know as We are Known: Education as a Spiritual Journey

Articulation of CPE methodology and outcomes:

- Hemenway, Joan, E., Inside the Circle

Developing an identity as a pastoral educator:

- Eckstein and Wallerstein, The Teaching and Learning of Psychotherapy
- Belenky et al, Women's Ways of Knowing: The Development of Self, Voice and Mind

Theological breadth and congruence of theology and practice

- Hall, Douglas J., God and Human Suffering
- Miller, William R., Integrating Spirituality into Hope

Personal religious/ethnic/cultural perspectives and interests:

- Larty, Emmanuel Y., In Living Color: An Intercultural Approach to Pastoral Care and Counseling
- Bonilla-Silva, Eduardo, Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America

Other suggested readings:

- Fitchett, George, Assessing Spiritual Needs: A Guide for Caregivers
- Friedman, Edwin, Generation to Generation: Family Process in Church and Synagogue
- Hall, Douglas John, God and Human Suffering
- Mueller & Kell, Coping with Conflict
- Schon, Donald A., The Reflective Practitioner and Educating the Reflective Practitioner

From Candidacy to Associate Supervisor

Program Focus:

- Critical Purchase of:
 - learning theories
 - personality development
 - cultural competence
- Skill development in education and group facilitation
- Development of position papers

Curriculum Focus:

Initial practice of supervision accompanied by research and development of positions papers.

Content Topics:

- Personality theory as it informs supervisory practice with emphasis on:
 - object relations
 - self psychology
 - developmental theories
 - inter-subjectivity
- Parallel process in education
- Theoretical understanding of the teaching/learning process in supervision with emphasis on experience and process-based learning theories such as:
 - transformative education
 - congruence of theory and practice
 - empowerment of the student

Practice Level:

- Individual and group supervision under direct supervision
- Reflection upon and discussion of evolving supervisory practice and learning issues

Tasks Pre-Associate:

- Master applicable section of certification manual
- Schedule supervisory cycle as appropriate: observer-participant, co-supervision, independent supv.
- Critically purchase, author and submit theoretical papers: theology, personality, education
- Independently design and supervise a unit of CPE
- Author, assemble, and submit by deadline all documentation and materials to Certification Commission
- Declare to meet Certification Commission to request Associate Supervisor status

Bibliography:

Theology:

- Marty & Peerman, [A Handbook of Christian Theologians](#)
- Ormerod, Neil, [Introducing Contemporary Theologies: The What and the Who of Theology Today](#)
- Augsburg, David, [Pastoral Counseling Across Cultures](#)
- Glaz & Moessner, [Women in Travail and Transition: A New Pastoral Care](#)

Personality Development:

- Cloninger, Susan, [Theories of Personality: Understanding Persons](#)
- Langs, Robert, [Unconscious Communication in Everyday Life](#)
- MacKinnon & Michels, [The Psychiatric Interview in Clinical Practice](#)
- Maddi, Salvatore, [Personality Theories: A comparative Analysis](#)

Education and Supervision:

- Corey, Gerald, [Theory and Practice of Counseling and Psychotherapy](#)

- DeLong et al, Courageous Conversations: The Teaching and Learning of Pastoral Supervision
- Estadt, Barry, The Art of Clinical Supervision
- Frawley-O’Dea & Sarnat, The Supervisory Relationship: A Contemporary Psychodynamic Approach
- Hawkins & Shohet, Supervision in the Helping Professions
- Jacobs, David & Meyer, The Supervisory Encounter
- Mezirow et al, Learning as Transformation: Critical Perspectives on a Theory in Progress

Group Theory and Process:

- Corey & Corey: Groups, Process and Practice
- Yalom, Irvin D., The Theory and Practice of Group Psychotherapy

***** All students are also encouraged to include readings that reflect their unique racial, cultural and religious heritage.***

Post-curriculum Recommendations

Certification as an Associate Supervisor marks the conclusion of the formal supervisory education curriculum. We have included the following material to assist the Associate Supervisor and consultants in assessing readiness and preparing for meeting the Certification Commission for ACPE Supervisor.

From Associate to ACPE Supervisor

Focus:

- Demonstrating ability to self supervision practice
- Mastery of group theory in CPE
- Competence in program management and administration
- Evolution of theory

Content Topics:

- Use of self in supervision
- Group theory and practice
- Organizational leadership

Practice Level:

- Independent group and individual supervision
- Curriculum design and implementation

Tasks:

- Master applicable section in current certification manual
- Master application of ACPE Accreditation Standards
- Use focused consultation to address any notations
- Prepare, assemble, organize, and submit by deadline required materials of graduate quality

- Schedule a committee appearance to request certification as ACPE Supervisor
- File Presenter and Committee Action Reports

Bibliography:

Use of Self:

- Cooper-White, Pamela, Shared Wisdom: Use of Self in Pastoral Care and Counseling
- Palmer, Parker, The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life

Inter-subjectivity:

- Doehring, Carrie, Taking Care: Monitoring Power Dynamics and Relational Boundaries in Pastoral Care and Counseling
- Frawley-O'Dea & Serat, The Supervisory Relationship: A Contemporary Psychodynamic Approach

Narrative Theory:

- White & Epsom, Narrative Means to Therapeutic Ends

Organizational Leadership:

- Gilbert, Roberta, Extraordinary Leadership
- Senge, Peter, The Fifth Discipline: The Art and Practice of the Learning Organization

Group Theory and Process:

- Agazarian, Yvonne, The Visible and Invisible Group
- Bion, W.R., Experiences in Groups

Other suggested readings:

- Armstrong, Thomas, Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences
- Bohn, Carole, Therapeutic Practice in a Cross-cultural World: Theological, Psychological & Ethical Issues
- Merriam, Sharan, Third Update On Adult Learning Theory (2008)
- Stark, Martha, Modes of Therapeutic Action: Enhancement of Knowledge, Provision of Experience, and Engagement in Relationship

Bibliography of new books emerging as significant contributions to the field:

- Schwartz, Richard, Internal Family Systems
- Kegan & Lahey, Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization
- Block, Peter, Community: The Structures of Belonging
- Cooperrider & Whitney, Appreciative Inquiry: A Positive Revolution in Change