

1 **ACPE Standards Committee**

2 Study Document: Changes to **2010 ACPE Standards & Manuals**

3 **Contents**

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- 5
- 6 1. **Study Document** from Standards & Manual Writing Committee -- describes all proposed
- 7 changes to Standards, and provides some description of corresponding changes to the manuals
- 8
- 9 2. **Definition of Terms**-- proposed document to replace the various glossaries.
- 10
- 11 3. **Certification Manual**-- the entire manual is placed on line, with the proposed changes
- 12 highlighted in blue.
- 13
- 14 4. **Accreditation Materials** for changes to Accreditation Manual
- 15 a. New Appendix 5, parts I & II
- 16 b. Addition of Supervisory CPE
- 17 c. Addition of Satellite Processes
- 18 d. Schematic of Accredited Center
- 19
- 20 5. **Pilot project for Professional Ethics**-- this has been on the website for some time.
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24 **ACPE Standards Committee**

25 Study Document: Changes to **2010 ACPE Standards & Manuals**

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27 **Manual Writing Committee**

28 David Rumbold & Beth Jackson-Jordan, Co-Chairs. Standards

29 Karrie Oertli, Accreditation

30 Ellen Swinford, Accreditation

31 Ted Trout Landen, Certification

32 Jan Humphreys, Certification

33 Robin Haithco Brown, Professional Ethics

34 Jay Foster, Standards

35 Deryck Durston, Ex Officio

36 Jerry Williamson, Editor

37  
38 **Process**

39 The Standards Committee has systematically reviewed each section of the  
40 Standards and the corresponding Manual since the publication of the last edition  
41 in 2005, and has sought feedback and analysis from our publics as instrumental  
42 to this review. Furthermore, each commission has undertaken its own review in  
43 an effort to improve their work-flow. Finally, the Board has appointed several task  
44 forces—the Supervisory Certification Redesign Task Force (SERC), the  
45 Accreditation Task Force (ATF) and the Professional Ethics pilot project  
46 (PEPP)—to make recommendations about improving these key components of  
47 our mission. Each of these reviews of Standards and Manuals has contributed to  
48 this study document.

49  
50 By June 30 of this year, the Manual Writing committee, (MWC) under the aegis of  
51 the Standards committee, studied all the prospective changes and sought to:

- 52 1. review those changes for consistency in Standards and Manuals; and  
53 2. edit for clarity.

54 The MWC forwarded those changes to the Standards Committee. The Standards  
55 Committee has now examined the work of the MWC and has voted to forward  
56 this report to you in accordance with our policy and procedure bulletin.

57  
58 PLEASE take time to read through these documents to make suggestions and  
59 raise concerns as you see them. We will be living with the next set of Standards  
60 and Manuals for 5 years—it will pay to make them work for us! At the fall meeting  
61 in Richmond, the Standards Committee will review your comments and  
62 incorporate your feedback, in preparation for presenting a final edition of the  
63 2010 Standards and Manuals to the Board in Orlando.

64 Note—as you read through the document, **substantive changes in language are**  
65 **written in red.**

66  
67 Many thanks for your kind attention,  
68 *Jay Foster*, Chair  
69 National Standards Committee, ACPE

70 **I. Definition of Terms-- Rationale**

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72 In our review, we received numerous complaints that the practice of **bolding** the  
73 glossary terms proved distracting and confusing. Also, many persons questioned  
74 the wisdom of having a separate glossary for the Standards and each of the  
75 manuals. What is more, in some instances the only way to gain real clarity about  
76 the intention of a particular standard or section of a manual has been to refer to  
77 the glossary definition—we think that calling attention to the definitions at the  
78 outset may help to maintain clarity and consistency throughout.

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80 Therefore, we are **recommending** that:

- 81  
82 1. all of the glossary definitions be combined into one document;  
83 2. the document be renamed “Definition of Terms,” and placed at the front of  
84 the new set of Manuals and Standards; and  
85 3. we no longer employ the bolding function for terms.  
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90 **II. CERTIFICATION**

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92 **II. a. Supervisory Education Implementation Group (SEIG)—Rationale**

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94 *“The Supervisory Education Redesign Task Group was commissioned by the*  
95 *ACPE Board at its November 2007 meeting and charged with the task of making*  
96 *recommendations to the ACPE Board regarding implementation of elements of*  
97 *the SERC Task Force not set aside by the Board at its Dallas meeting, and*  
98 *regarding specific standards for the accreditation of programs of Supervisory*  
99 *CPE.” For the full report, please go the ACPE Website, to Certification.*

100  
101 **A. Recommendations to Board Regarding Admissions Criteria for**  
102 **Supervisory CPE from the Supervisory Education Implementation**  
103 **Group:**

104 ***Rationale*** *“The task group believes that the admissions criteria for*  
105 *Supervisory CPE are essentially complete but in need of clarification. It is not*  
106 *clear how a Supervisory CPE program will assess the pastoral competence of*  
107 *persons applying for programs of Supervisory CPE. The application criteria*  
108 *would be enhanced by use of the SCC Common Standards for Chaplains*  
109 *(Adopted by the APC, the NACC, the NAJC, the ACPE, and the CAPPE in*  
110 *2004) in conjunction with the CPE Level II standard outcomes in assessing*  
111 *that competence in applicants. SEIG recommends*

- 112  
113 1. *The Standards Committee add the SCC Common Standards for Chaplains*  
114 *along with the Outcomes of Level II CPE as a single appendix for partial*

115 measurement of the pastoral competence needed for admission to programs  
116 of Supervisory CPE.

117 2. The Standards Committee revises standards 307 re: admission to CPE

118 .

119 **From SEIG, Standards commends the following changes:**

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121 307.6 Additional requirements for admissions to Supervisory CPE include,  
122 but are not limited to:

123

124 307.6.2. completion of at least four units of CPE (Level I/ Level  
125 II).

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127 307.6.3 successfully meeting CPE Level II Outcomes, as  
128 documented in the ACPE Supervisor's final evaluation.

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130 307.6.4 adequately addressing the Spiritual Care  
131 Collaborative Common Standards for Chaplains (Note: certification  
132 as a Board Certified Chaplain by the Association of Professional  
133 Chaplains (APC), the National Association of Catholic Chaplains  
134 (NACC) or the National Association of Jewish Chaplains (NAJC)  
135 will satisfy this requirement.).

136

137 307.6.5 current ACPE membership.

138

139 *Note: in 307.6.4—Board Certification is one way to satisfy this Standard; if the*  
140 *student does not have this certification, then the Readiness committee will use*  
141 *the SCC Standards for feedback to the student and center about the student's*  
142 *pastoral competence.*

143

144 **B. Readiness for Supervisory CPE—the Pre-Certification Process (SEIG)**

145

146 ***Rationale***

147 The Supervisory Re-visioning Collaborative (SERC) wrote the following  
148 recommendation: to “direct the Certification and Standards Commissions to  
149 collaboratively formalize and standardize the ‘consultation to assess  
150 readiness’ and change the standards for the Supervisory Candidacy  
151 committee to reflect an emphasis on personal and professional integration,  
152 putting the emphasis on pastoral functioning at the committee to assess  
153 readiness.

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155 The Supervisory Education Implementation Group (SEIG) added the following  
156 specific points to that recommendation:

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- 158 • Standardize requirements on readiness consults across regions,  
159 including the requirement that a readiness consultation be completed  
160 before final admission to supervisory CPE.

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- Define supervisory observation & co-supervision.
- Require theology of pastoral care paper at readiness and that primary supervisor receives consultation at that time.
- Certification Commission establishes key focus within the readiness consultation as applicant’s capacity to self-supervise pastoral care.

It was in the second point—the definition of supervisory observation and co-supervision—that we in the Manual Writing Committee found that there are **important differences of practice and of opinion within the ACPE** about the scope of the pre-Candidate’s authority to begin supervision, and best practices for supervisory students to learn the art of supervision.

It is the sense of the Manual Writing Committee that these differences of opinion represent the different practices of centers in various regions of the ACPE, and that the lack of clarity about pre-Certification processes within the Standards and Manuals needs attention now.

To best address this issue, the MWC and Standards will lay out rationale and proposed changes to several ways forward. ***It is unusual*** within a study document ***to lay out several different options*** from which to choose—***we have taken this novel step*** because we think it is important to engage in a clear and open dialogue about this issue, as we try to move to clarity and agreement.

**Please study the three options listed below, and then give your feedback about what is the best way forward.**

1. First Option: Emphasis on Learning by Doing—

Members of the Supervisory Education Implementation Group (SEIG) suggest that we need to “clarify in the manual the understanding that the readiness consultation focuses on whether a Supervisory Education Student (SES) demonstrates sufficient readiness to begin supervising students under supervision. The readiness consultation functions as a marker of this competency.” An important tradition within ACPE is the maxim that one learns through active experience; it is central to our kind of education to have a practicum. In Supervisory CPE, that practicum is the supervision of students. It is incumbent upon the supervisor to closely supervise and observe the supervisory student’s individual supervision of Level I/Level II students. (Key to this idea is the safeguard that the Supervisory Education Student’s supervision of CPE Level I students is closely observed, i.e., the supervisor is in the room, observes via video, or closely reviews video tape of supervision.)

206 2. Second Option: Emphasis on Accountability: Supervision of Level I/ Level  
207 II CPE is by a person authorized by the ACPE (Standard 308. 3)—  
208 Members of Standards and the MWC maintain that it is the function of  
209 Certification to determine when a person is authorized to begin supervising,  
210 and a need of Accreditation to have clear guidelines for programming. There  
211 are many activities for practical immersion into the learning of supervision  
212 prior to Candidacy, e.g., course-assistant in groups or individual work,  
213 teaching didactics, leading skills seminars; mentoring roles; etc. This group  
214 suggests that we need to “clarify in the manual the understanding that the  
215 readiness consultation focuses on whether a supervisory student  
216 demonstrates competence as a pastoral caregiver, and demonstrates  
217 readiness to enter a supervisory education program that includes participation  
218 in supervision of students as a course assistant, lecturer, or mentor. The  
219 readiness consultation functions as a marker of these competencies; the  
220 Candidacy Committee determines when an SES has met outcomes to begin  
221 supervision of students and eventually management of a program.”  
222

223 3. Third Option: A compromise position at Candidacy—  
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225 A member of the MWC put forward the idea that builds upon the second  
226 suggestion, but incorporates some of the spirit of the first—namely, that we  
227 add a third outcome to the meeting of the Candidacy committee. At *granted*,  
228 the supervisory candidate may supervise individuals and programs under  
229 supervision. If *denied*, the supervisory student functions as before. A *third*  
230 *option would be “Denied; may supervise individual students.”* In this idea, the  
231 authorization of an individual to supervise CPE clearly lies with the  
232 Certification Commission, but supervisory students are not held up at the  
233 Candidacy level from entering a practicum that now includes supervision of  
234 individual CPE Level I students. (Again, key to this idea is the definition of  
235 “supervisory observation” of the SES’s supervisory work by an ACPE  
236 Supervisor.)  
237

238 On a related topic, in looking at definition of terms, it came to the attention of the  
239 MWC and Standards that the terms for students engaged in Supervisory CPE  
240 are neither clear nor uniform across the nation. Many persons are using the term  
241 Supervisors in Supervisory Education (SISE)—but it was noted that this acronym  
242 is being pronounced as “sissy’ by some and this seems particularly unhelpful.  
243

244 **RATIONALE** Clarify proper names for persons engaged in Supervisory CPE  
245 prior to candidacy, and once candidacy status has been granted.  
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#### 247 **RECOMMENDED CHANGE** 248

249 **Supervisory Education Student (SES)—students who are admitted into a**  
250 **program of Supervisory CPE and who have met a readiness consultation**  
251 **committee.**

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Supervisory Candidate (SC)—an admission status into the certification process granted to students in Supervisory CPE who: demonstrate readiness to supervise students in programs of CPE under the supervision of a person with current credentials as an ACPE Supervisor; may supervise students under supervision, but without direct observation, as further supervisory competence is gained; is enrolled in an accredited CPE program and in relation with a primary supervisor. Status ends with certification as Associate Supervisor.

**C. Standards for Supervisory CPE (SEIG): Rationale**

The standards that define **program requirements** have subsumed CPE (Level I/ Level II) and Supervisory CPE in one set of standards (308). It is important to describe those program standards that are unique to Supervisory CPE. You will note that special attention is given to:

1. need to adequately describe the supervisory education curriculum;
2. need for a peer group; and
3. definition of hours that comprise a unit or half-unit of Supervisory CPE.

Specification of the minimal program requirements is needed for the work of accreditation and to make sure that students are receiving what they need to meet their goals. The conclusion of the many groups working on this project is that better attention to minimal program requirements will help supervisory students obtain their objectives—which benefits the organization’s mission at its core.

***Standards Committee, following the recommendations from SEIG, suggests the following:***

308. Program Standards include

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

308.9.1 A unit of Supervisory CPE is at least 100 hours of structured group and individual education. Each unit will be accompanied by a clinical supervisory practicum. The combined time will be no less than 400 hours. The curriculum will include supervision of the student's work, active participation in a supervisory student peer group, and any individual or independent study related to the curriculum. Active participation in a consortium or in regionally sponsored educational events may contribute to structured group education.

308.9.2 A half- unit of Supervisory CPE is at least 60 hours of structured group and individual education. Each unit will be accompanied by a clinical supervisory practicum. The combined time will be no less

- 298 than 240 hours. The curriculum will include supervision of the  
299 student's work, active participation in a supervisory student peer  
300 group, and any individual or independent study related to the  
301 curriculum. Active participation in a consortium or in regionally  
302 sponsored educational events may contribute to structured group  
303 education.
- 304
- 305 308.9.3 An educational plan that enables a supervisory student to complete  
306 a minimum of one and a maximum of four units of Supervisory CPE  
307 in one year, and that describes a two-three year curriculum plan for  
308 a student in full time supervisory CPE.
- 309
- 310 308.9.4 Units of Supervisory CPE will be contiguous with the length of the  
311 CPE Level I or CPE Level II unit in which the supervisory student is  
312 working. No more than two units credit per year will be given when  
313 not directly working with CPE Level I or CPE Level II students.
- 314
- 315 308.9.5 A two to three year curriculum plan that fosters the development of  
316 supervisory theories, concepts and methodologies.
- 317
- 318 308.9.6 A supervisory education curriculum will include a history of ACPE, a  
319 bibliography and resource guide sufficient to acquaint the  
320 supervisory student with broad perspectives on the theoretical  
321 underpinnings of Clinical Pastoral Supervision through the lens of  
322 theology and educational psychology, human personality, group  
323 theory and supervisory theory.
- 324
- 325 308.9.7 A relational learning environment that fosters growth in competence  
326 as a clinical pastoral supervisor, theories of supervision, the  
327 practice of CPE supervision, CPE program design and  
328 implementation.
- 329

## 330 **II b. Certification Commission**

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332 Please note that most of the work of the Certification Commission is represented  
333 in changes to the Manual, which follows this document. The Commission is to be  
334 commended for the many groups it has brought to the task of reviewing the  
335 manual and Standards—work that informs, and is informed by, the work of the  
336 SERC and the SEIG, cited above.

337

### 338 **A. Changes to the Manual:**

#### 339 **Process & Rationale for Certification Manual Changes, from** 340 **Certification Commission--**

341 *“Through a variety of feedback sources and the Certification Commission’s*  
342 *experience, it was clear that there were many interpretive discrepancies as well*

343 as inconsistencies in the Manual. As the re-writing process was begun it was  
344 incumbent upon the Commission to seek feedback from its many constituents.  
345 The Manual has gone through the following steps: the work and writing of the  
346 original SERC group; the work and “fine-tuning” of the SERC document through  
347 the writing of the SEIG (Supervisory Education Implementation group) , which  
348 produced the most current “SERC” document. Then, the following Certification  
349 Sub-Committees – Pre-Certification/Candidacy; CPE Supervisory Standards and  
350 Evaluations; Theory Papers; Continuing Education of Regional Committees and  
351 National Commission members; Extensions; Associate (as terminal certification)  
352 and CPE Supervisor– reviewed, wrote and edited all SEIG and Board approved  
353 recommendations. Finally, Jan Humphreys, Deryck Durston and Ted Trout-  
354 Landen did significant work on editing, collating and integrating all writing,  
355 documents and recommendations into this current Study Document”.

356  
357 One specific change comes from the Commission;

### 358 359 **B. Collegial Competence**

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361 **Rationale:** Collegial competence has been cited in the Certification Manual  
362 explicitly since 2005, and listed on the Committee Action Reports since then,  
363 but has not been adequately defined in Standards.

### 364 365 **RECOMMENDED CHANGE**

366 In the definition of terms, define collegial competence as: collaborates with peers  
367 as relative equals, respecting their dignity, gifts and personhood while vigorously  
368 honoring one’s own.

### 369 370 **Note:**

371 Standards Committee , at the request of Certification, explored whether to add  
372 standards in the at Standard 405 – 408 to include explicit language about  
373 collegiality for “Certification as an Associate,” but did not have consensus about  
374 the need to do so at this time—we concluded that explicit language about  
375 collegiality is already central to Standard 104 for ACPE members. Your  
376 feedback about our thoughts on this point is needed.

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### 381 **III. From the ACCREDITATION Commission**

382 *The Accreditation Commission has continued to fine-tune the accreditation*  
383 *process in order to make it clearer and more transparent. The changes proposed*  
384 *for the revision of the manual attend to these two areas, based on feedback from*  
385 *individual supervisors, Accreditation Process Evaluation forms, conflicts,*  
386 *notations, and called reviews.*

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### 388 **A. Responsibility for Supervisory education when post is vacated**

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**RATIONALE** There is a need to clarify that the responsibility for providing for students in the absence of a supervisor falls on the accredited center because the Commission is finding that persons not authorized by ACPE are trying to step in to complete units when a supervisor has vacated a post. Similarly, in the Accreditation Manual, we need to clarify what a non-ACPE chaplain can and CANNOT do in terms of meeting this need—for instance, the chaplain can administrate aspects of the program, teach didactics, provide mentoring functions, but CANNOT supervise the clinical work individually or in groups without an ACPE authorized supervisor there.

**RECOMMENDED CHANGE**

304.10 a policy and procedure that describes how the Accredited Center will provides for completion of a unit or program in process if the supervisor is unable to continue.

**B. Program Management**

**RATIONALE** The Accreditation Commission has noted that when there is insufficient attention given to management of programs of CPE, there is not a standard that clearly addresses this need.

**RECOMMENDED CHANGE**

308.3 supervision and program management by a person authorized by ACPE.  
  
(see definition of terms for definition of program management; note also that 318.2 requires the supervisory student to demonstrate competence in “manages CPE programs effectively.”)

**C. 45 Day time limit**

**RATIONALE** The Accreditation Commission is finding that supervisors who are not meeting the 45 day time limit are not reporting this issue—the idea is that if supervisors are encouraged to work with the Commission, they are more likely to self-report.

**RECOMMENDED CHANGE**

308.8.1 Supervisor’s evaluations will be available to the student within 45 calendar days of the completion of the unit. In unusual circumstances, the supervisor may negotiate with the student and the regional accreditation chair to extend this deadline.

**D. Changes to Accreditation Manual**

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**Specific changes**

- 1. Accreditation Manual Part Two, I Policies. Item F National Site Team Chairs:**  
The Commission identifies and trains specially qualified persons to serve as chairs of all site visit teams. There persons report directly to the Commission.
- 2. Revised Appendix 19 (now Appendix 5; *see attached*), deleted Appendix 11 *Requirements for Student Handbook*, and incorporated materials into a two part document for use by ACPE Centers and reviewers during five- and ten-year reviews, so that the Center may ascertain its student handbook(s)'s compliance with ACPE Standards (Part I) and so that the Center may ascertain it its infrastructure's compliance with ACPE Standards (Part II). Material in Appendix 11 was duplicated in Appendix 19 and some of the examples in Appendix 19 tended to be taken as requirements or standards.**
- 3. Added Process and Checklist for Addition of Supervisory CPE and Satellite Process and Checklist (*see attached*).**
- 4. Revised schematic of Accredited Center to reflect that "persons to whom students minister" are the focus of the clinical pastoral education process.**

Deleted: the

**IV. From STANDARDS COMMITTEE**

**A. Units of Level II CPE**

**RATIONALE**

Standard 312 reads "The Level II curriculum involves at least two or more program units of CPE." This statement makes clear that the formal curriculum must include a plan for that many units of Level II because most students will need at least two program units to adequately address the outcomes of Level II. What is unclear, however, is whether a particularly apt student with similar kinds of training might successfully meet the outcomes in one unit. The evaluation about outcomes belongs with the supervisor. Therefore, Standards makes the following recommendation:

**RECOMMENDED CHANGE**

Standard 312

481 The curriculum for CPE Level II addresses the development and integration of  
482 pastoral formation, pastoral competence and pastoral reflection to a level of  
483 competence that permits students to attain professional certification and /or  
484 admission to Supervisory CPE. Level II curriculum involves at least two or more  
485 program units of CPE. **Whether the CPE student completes the Level II**  
486 **outcomes in more than or less than two program units is decided by the CPE**  
487 **Supervisor.** Supervisors must document satisfactory completion of Level II  
488 curriculum outcomes in the supervisor's final evaluation.

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490 **B. Enrollment in accredited program**

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492 **RATIONALE**

493  
494 It cannot be taken for granted that Supervisory Candidates, or their supervisors,  
495 recognize that the Candidate must be enrolled in an accredited Supervisory CPE  
496 program when that Candidate is supervising CPE students.

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498 **RECOMMENDED CHANGE**

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500 Add a formal requirement for certification as Associate Supervisor

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502 **405.5 enrollment in an ACPE Center that is accredited for Supervisory CPE**  
503 **whenever supervising CPE (Level I/ Level II) students.**

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507 **V. From PROFESSIONAL ETHICS COMMISSION**

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509 Proposed changes to the professional ethics process have been on line in the  
510 form of the pilot project for over a year. If you have not yet reviewed or  
511 commented on this project, this is another opportunity to do so. Please note that  
512 this is the national process -- the process one can choose if, after filing a  
513 complaint at the local level, one feels no resolution has been reached.

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527 **Conclusion**

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529 Many thanks for your attention and interest in this work—we look forward to your  
530 comments and suggestions.

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533 Jay Foster, Chair

534

535 Peggy J. Kieras, Northeastern Region

536 Keith Espenshade, Eastern Region

537 Beth Jackson-Jordan, Mid-Atlantic Region

538 Helen Waugh, Southeastern Region

539 Joe Viti, East Central Region

540 David Rumbold, North Central Region

541 Sheila Hammond, South Central Region

542 Leo Blanchard, Southwestern Region

543 Gordon Hilsman, Pacific Region

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545 You may send comments by email to [webmaster@acpe.edu](mailto:webmaster@acpe.edu) , or you are invited  
546 to correspond with the Standards Representative for your region.

547

548 When sending a comment, please provide the following:

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550

1. Name \_\_\_\_\_

551

2. Your Region \_\_\_\_\_

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3. The name of the Document to which you are referring, and the line  
553 number (e.g., Definition of Terms, line 415);

554

4. Your suggested wording for a particular  
555 change \_\_\_\_\_

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