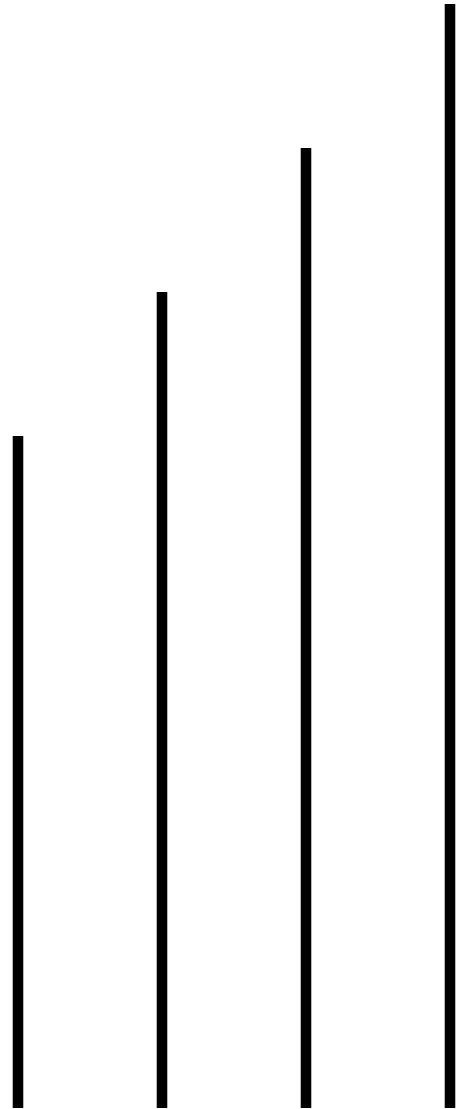


ACPE

The Association for Clinical Pastoral Education Inc.

CERTIFICATION MANUAL





**Certification
Manual
2005**

**Certification Commission
Association for Clinical Pastoral Education, Inc.
1549 Clairmont Road, Suite 103
Decatur, Georgia 30033
(404) 320-1472
www.acpe.edu**

CERTIFICATION MANUAL
Association for Clinical Pastoral Education, Inc.

TABLE OF CONTENTS

<i>Preface</i>	iii
Part One Introduction	1
I Mission -- Association for Clinical Pastoral Education, Inc.	1
II ACPE Certification	1
III Certification Commission	1
Function and Authority	
Composition	
Part Two ACPE Certification Process	3
I General Certification Policies	3
II Review for Certification	6
III General Policies for Written Materials	8
IV Workbook for Certification Processes	9
A. Pre-certification: Readiness Consultation	10
B. Supervisory Candidate Certification	13
C. Extension of Supervisory Candidate Status	17
D. Approval of Supervisory Theory Papers	19
E. Associate Supervisor Certification	24
F. Extension of Associate Supervisor Certification	27
G. ACPE Supervisor Certification	30
H. Continuation of ACPE Supervisor Status	33
I. Restoration to Active Status	35
J. Review of Supervisory Competence	36
K. Reciprocity	38

Part Three Glossary	39
Part Four Appendices	41
APPENDIX 1 Accountability for Ethical Conduct Policy Report Form	42
APPENDIX 2 Certification Commission Face Sheet	43
APPENDIX 3 Clinical Presentation for Supervisory Candidacy	44
APPENDIX 4 CPE Program Evaluation	45
APPENDIX 5 Consent Form	47
APPENDIX 6 Candidate Feedback to Certification Commission	48
APPENDIX 7 Appeal of Negative Certification Decisions	49
APPENDIX 8 Appeal Consultation Process Form	54

Preface

ACPE values a high level of personal and professional integration in its process of assessing competence in the art and identity required to practice **clinical pastoral education** (CPE) professionally. ACPE's process of communally validating sufficient articulation of supervisory theory and practice by a small group of experienced practitioner peers became a standard in the field of clinical pastoral care. Elements of the evolution in society, and increased gender and cultural diversity of CPE students and **certification** applicants, as well as growing regulatory complexity, have further shaped standards and practice of the **certification** process.

The spiritual *caregiver values* inherent in the pastoral care and counseling movement in the United States during the twentieth century -- personal initiative, face-to-face authenticity, emotional maturity, theological depth and congruence, conceptual diversity, pluralistic openness, collegial autonomy, and the capacity to function professionally in situations of high anxiety -- are reflected in ACPE's long standing tradition of certifying assessment. In addition the **certification** process reflects professional capacities traditionally valued in practitioners of *clinical supervision*, including theoretical groundedness, ease of peer group consultation, accurate description, clarity in writing, theory/practice integration, and openness of internal reverie relative to supervisory work. These continue to form the basis of the small group appraisal of applicants through which **certification** decisions are made by the **Certification** Commission of ACPE.

NOTE: Throughout the manual, bold text indicates a term defined in the glossary; text in italics is for emphasis, and underlining highlights the focus of the item.

CERTIFICATION MANUAL **of the** **Association for Clinical Pastoral Education, Inc.**

Part One Introduction

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

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. ACPE Certification

Certification by ACPE is an earned privilege and responsibility. It is achieved by meeting the requirements for **certification** in the ACPE standards. ACPE certified **supervisors** are clinical pastoral educators who are academically prepared and who are authorized by a recognized faith group and ACPE to combine perspectives from theology and the behavioral sciences in conducting accredited programs of clinically supervised ministry education.

III. Certification Commission

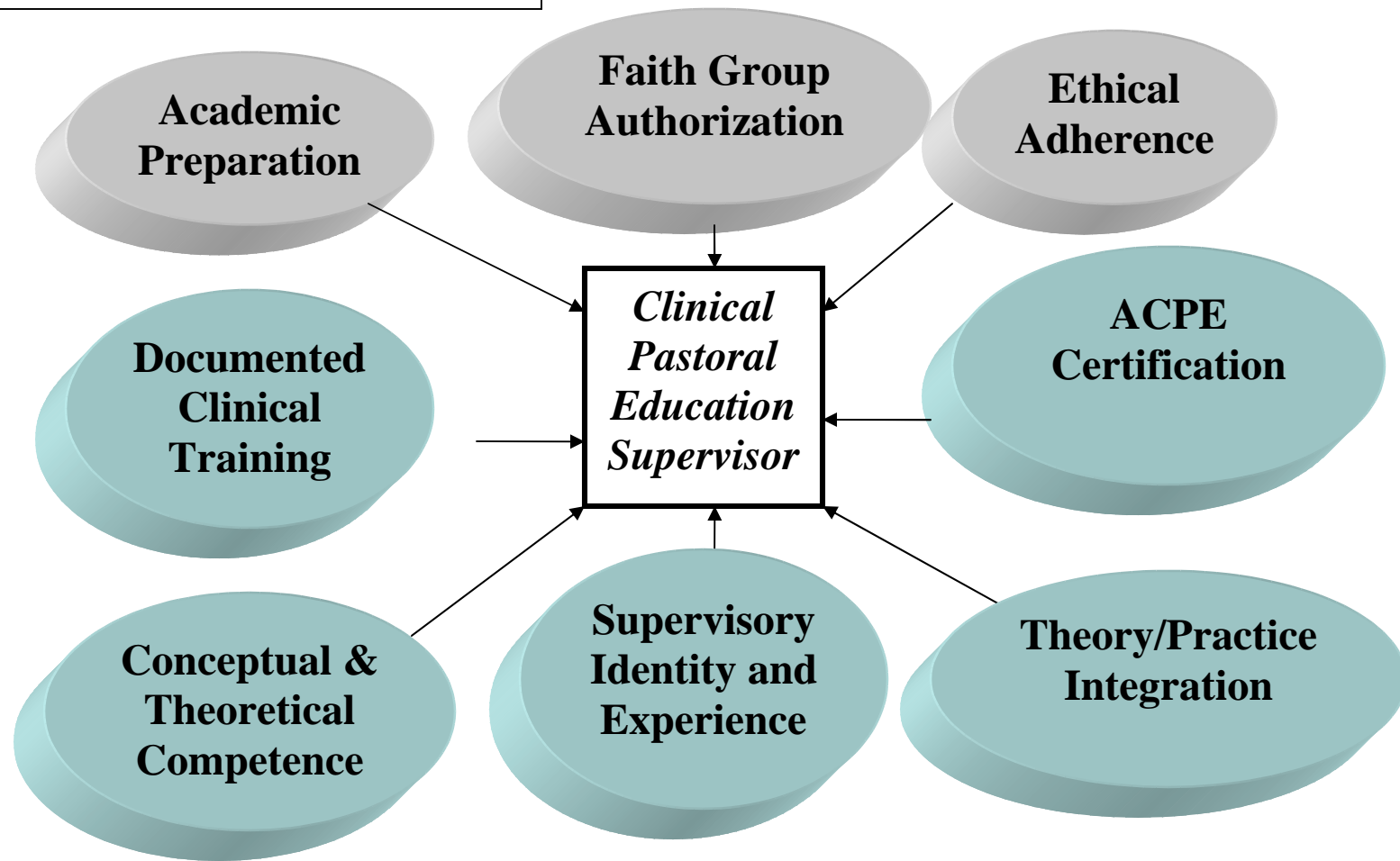
A. Function and Authority

The **Certification** Commission (“the Commission”) has authority to take action on all **certification** matters, including: granting, denying, or continuing **certification**; defining and implementing policies and procedures by which **certification** may be withdrawn; and determining the limits and conditions under which a person in training may practice **supervision**. (ACPE Standard 400) The **Certification** Commission establishes policies, procedures and guidelines for granting and maintaining **certification** of CPE **supervisors**. The work of the Commission is done in part through regional **certification** committees delegated with authority to act on its behalf.

B. Composition

The Commission is composed of the chair, elected for a three year term, and three representatives from each of the nine regions.

Qualifications of a Clinical Pastoral Education Supervisor



A clinical pastoral education supervisor is an academically prepared person who is authorized by a recognized faith group and ACPE to combine perspectives from theology and the behavioral sciences in conducting accredited programs of clinically supervised ministry education.

Part Two ACPE Certification Process

I. General Certification Policies

Note: Throughout the document all time frames are understood to be calendar days.

A. Admission to Supervisory Education -- Persons interested in supervisory education must be admitted into a program offered by a center accredited by ACPE to offer **supervisory** education. Each center has its own admission policies, and individuals interested in pursuing **certification** should contact the center of their choice.

B. Primary Supervisor -- A **unit of CPE** must be supervised by a person authorized by ACPE to serve as primary **supervisor**, i.e., **ACPE Supervisor** or **Associate Supervisor**. A **Supervisory Candidate** may only supervise under **supervision** of an ACPE **Supervisor** and may sign students' evaluations in conjunction with the **supervisor**, but may not sign the ACPE student unit report form.

C. Primary Training Supervisor Consultation

After each committee appearance of a supervisory student (readiness, candidacy, extension of candidacy), the **primary training supervisor** for the student, or a student approved supervisor's designee, will consult with the committee.

D. Confidentiality -- Persons seeking **certification** are not to use personally identifiable material about CPE students without written permission of each student; if permission is not possible, anonymity must be assured (Appendix 5, *Consent Form*). Also note carefully *Guidelines for Student Records*, Appendix 12, *ACPE Accreditation Manual*.

E. Deadlines -- Students are responsible for knowing and meeting deadlines (published by ACPE) for submitting theory position papers and declaring to meet committees for candidacy and **certification**.

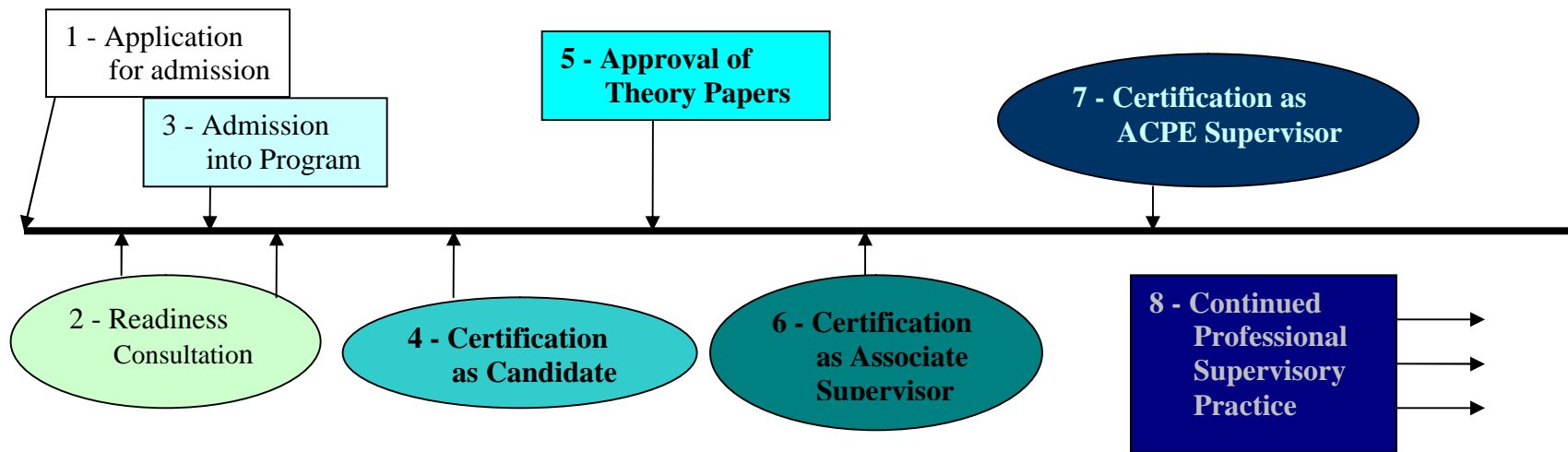
F. Appeals -- Negative decisions of the Commission are subject to **appeal** (Appendix 7 *Appeal of Negative Certification Decisions*).

G. Committee discussion of negative decision -- 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. (See Appendix 7 *Appeal of Negative Certification Decisions*, section II. Procedure/Timelines.)

H. If issues pertinent to accreditation or professional ethics arise during a **certification** review, the review committee chair will document the issue(s) and convey the information to the center and the regional **certification** chair. The regional **certification** chair conveys the information to the Commission chair who then forwards the information to the appropriate commission.

Persons participating in an ACPE accreditation, **certification**, ethics, or **appeal** process consent to that process as described in relevant ACPE materials and give permission for the disclosure of information and materials from one ACPE process to another ACPE process if in the determination of ACPE representatives that should be necessary for ensuring compliance with ACPE standards. When one process makes referral to another, the referring body may be asked for additional information and may be informed of the work of the process to which the referral was made.

Certification as ACPE Supervisor



1. Application for admission into an ACPE accredited program of Supervisory CPE
2. Group consultation on readiness for Supervisory CPE with a professional committee arranged by the proposed training supervisor either before or after (3) acceptance into a program of Supervisory CPE
3. Acceptance into the Supervisory CPE program
4. Certification of provisional supervisory practice through meeting with the regional certification committee for certification as Supervisory Candidate
5. Certification of supervisory theories through submission of theory position papers to ACPE readers
6. Certification of integration of theory and practice and supervisory competence through meeting with the ACPE Certification Commission for certification as Associate Supervisor
7. Certification of professional practice through meeting with the Certification Commission for certification as ACPE Supervisor

II Review for Certification

A. Steps in the process for certification as an ACPE Supervisor

Students learning the art of **supervision** in CPE progress through the following steps:

1. Pre-certification (consultation on readiness for Supervisory CPE);
2. **Supervisory Candidate Certification** (**certification** of provisional supervisory practice);
3. Theory position papers (approval of supervisory theories);
4. **Associate Supervisor** (**certification** of supervisory competence and integration of theory and practice); and
5. **ACPE Supervisor** (**certification** of professional supervisory practice).

B. Requirements -- Applicants must meet the formal requirements and demonstrate the competencies for each level before progressing to the next level. See requirements listed for each level in Part Two, IV; refer also to ACPE standards 313 - 319 and 401 - 410.

C. Evaluation for Certification -- **Certification** decisions at all levels are made through evaluation of both an applicant's required written materials and face-to-face engagement with the assigned sub-committee.

D. Commission/sub-committees -- **Certification** at each level is determined by the Commission directly or through ratifying decisions made by sub-committees of the Commission or sub-committees of regional **certification** committees authorized to function on the Commission's behalf as follows:

- **certification** as **Associate Supervisor** or **ACPE Supervisor** -- sub-committees of the Commission.
- **certification** as **Supervisory Candidate** and extensions of **Supervisory Candidate** and **Associate Supervisor** status -- sub-committees of regional **certification** committees functioning on behalf of the Commission.
- approval of theory position papers -- trained readers from outside the region where the applicant is in training.

E. Presenter's report and committee action report

1. The Commission or sub-committee reviewing an applicant for **certification**, extension, maintenance, or return to status is responsible for preparing a written **presenter's report** and action report, both of which are provided to the applicant.
2. Except in unusual cases, applicants receive a hard copy of the **presenter's report** no earlier than 24 and no later than 12 hours prior to the meeting with a committee, at a place designated by the Commission chair or regional certification chair.
3. The committee action report is provided within 30 days of the committee meeting.

F. Quality Assurance -- Applicants appearing for **certification** are invited to give the Commission feedback on their experience with the process (Appendix 6, *Candidate Feedback to Certification Commission*).

III. General Policies for Written Materials

A. Written materials must meet these guidelines in addition to any specified for each level. Materials must be:

1. limited to five single-spaced typewritten pages (not including footnotes, bibliography and verbatim conversation) for each paper, using a standard 1 inch margin and font size at least 12 point Times New Roman.
2. organized to facilitate ease of evaluation, including table of contents and tabs.
3. clear, legible and reflective of the purpose for which presented.
4. written at a college level of quality.
5. documented with footnotes (materials cited directly or paraphrased) and page numbers.

B. The papers will be evaluated on the degree to which they are congruent with the person of the applicant as experienced by the sub-committee in the face-to-face meeting.

C. Required materials are submitted to the **presenter** (See Part Two, II. E.) and committee at least four weeks before meetings. The **presenter** will inform the student if the materials are not complete and will not write a report until all materials are complete and meet the stated requirements.

IV Workbook for Certification Processes

The following pages detail specific requirements for each step in the **certification** process and for maintaining **ACPE Supervisor** status.

Each process is organized under the headings:

- Policies
- Procedures
- Guidelines and requirements, including checklists to guide preparation and submission of materials
- Committee review.

A. Pre-certification: The Readiness Consultation for Entering the ACPE Certification Process

Learning the art of clinical pastoral **supervision** demands considerable investment of personal energy and time to theoretical study, articulation of theory and theology, peer processing of supervisory work, personal growth, and supervised practice of individual and group **supervision**. ACPE values a communal consultative assessment of a person's readiness to make that commitment before it is embarked upon. The readiness consultation requires openness on the part of the applicant and the applicant's initial **supervisor** to peer recommendation about the learning partnership and proposed educational path.

1. Policies

- a. Prerequisites to enter the **certification** process are:
 - i. satisfactory completion of four **units of CPE** (Level I/ Level II) (Standard 400);
 - ii. professional consultation about readiness for Supervisory CPE; and
 - iii. acceptance into an ACPE accredited program of Supervisory CPE.
- b. The **Supervisor** responsible for Supervisory CPE must be a certified **ACPE Supervisor**.

2. Procedures

- a. Consultation -- The student and the student's **supervisor** request a meeting with a professional committee chosen by the **supervisor**, including at least one current member of the regional **certification** committee. This consultation addresses the student's readiness for Supervisory CPE and plans for the educational program. No vote is taken as no decision is made.
- b. Consultation Summary -- The committee provides a written summary of the consultation to the student, with a copy to the regional **certification** committee chair and **supervisor** within 30 days of the consultation.
- c. Primary Training Supervisor Consultation -- After each appearance of a supervisory student for readiness consultation the **primary training supervisor** for the student, or a student-approved supervisor's designee, will consult with the committee.

3. Guidelines and requirements

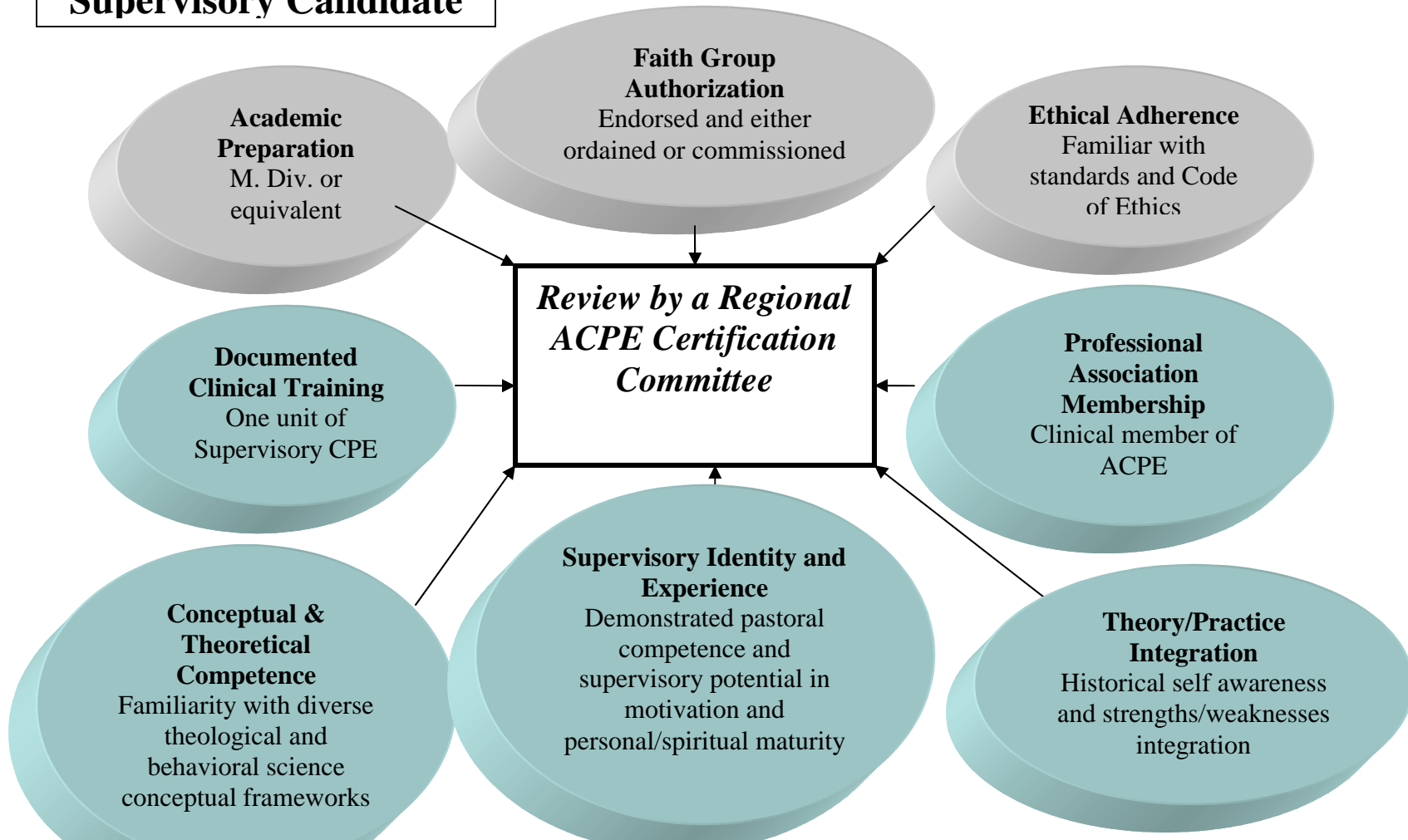
- a. Submission of written materials (See also Part Two, III.)
Materials are to be received at least four weeks prior to the meeting. Use the checklist and submit all the following materials to each member of the committee:
 - _____ i. **Certification Face Sheet** (Appendix 2).
 - _____ ii. student's and **supervisors'** evaluations of all previous CPE.

- _____ *iii.* current statement about personal/cultural development, family background, education and vocational history, religious development, and CPE experience.
- _____ *iv.* paper articulating student's:
 - theological, educational and methodological understanding of CPE,
 - strengths and weaknesses as a potential **supervisor**, and
 - motivation for entering supervisory training.
- _____ *v.* description of anticipated program of Supervisory CPE, to include the learning contract and proposed timetable moving forward toward certification, prepared jointly with **supervisor**.
- _____ *vi.* clinical material, such as verbatims or case studies, which demonstrates pastoral competence. (Refer to Standard 101.5 Confidentiality.)
- _____ *vii.* consultation summaries and **presenters'** and committee action reports on any prior committee appearances.
- _____ *viii.* other relevant material negotiated by student, **supervisor** and regional **certification** chair. (note: check whether any or all of this material is to go to the entire committee).

b. Preservation of records -- The student is responsible for preserving the materials prepared for the readiness consultation, including the consultation summary.

4. The consultation meeting with the student and **supervisor** focuses on:
- a. completion of CPE (Level I/Level II) outcomes,
 - b. pastoral competence, and
 - c. potential for **certification**, as evidenced by motivation and capacity, to meet the formal requirements for **Supervisory Candidate**.

Qualifications of a Supervisory Candidate



A Supervisory Candidate is authorized to conduct programs of CPE (Level I/ Level II) under the supervision of an ACPE Supervisor in an ACPE accredited center

B. Supervisory Candidate Certification

A student in supervisory education should have demonstrated competence as a pastoral caregiver and be motivated to assist others in acquiring competence in clinical pastoral care. This first stage of the **certification** process authorizes a supervisory student to conduct programs of CPE (Level I/Level II) under the **supervision** of an **ACPE Supervisor** as a Supervisory Candidate. A subcommittee of a regional **certification** committee evaluates whether the applicant possesses the level of professional motivation, personal integration, emotional and spiritual maturity, pastoral competence, and conceptual depth and diversity required to learn the art of clinical **supervision**. The subcommittee assesses the applicant's writing and conducts a face to face meeting with the applicant.

1. Policies

- a. Application for status -- After at least one unit of Supervisory CPE, a student may apply for **certification** as a **Supervisory Candidate**.
- b. Accountability for ethical conduct -- Applicants for **Supervisory Candidate** must sign and return to ACPE the *Accountability for Ethical Conduct Policy Report Form* (Appendix 1) and receive a letter of good standing from ACPE prior to meeting a committee for Candidacy status.
- c. Expiration of status -- **Supervisory Candidate certification** is temporary, expiring in two years. See Part Two, IV. C.
- d. Limitations of status -- **Supervisory Candidates**:
 - i. supervise CPE (Level I/II) under **supervision**; and
 - ii. continue to learn the art of clinical **supervision** in a supervisory CPE program.
- e. Denial of status does not necessarily affect the student's educational contract with the center. The student may reapply for **Supervisory Candidate** status.
- f. Change of regions -- Within 30 days of becoming a student in a region different from the one that granted the status, a **Supervisory Candidate** must request the regional **certification** committee chair to transfer the **certification** file to the regional **certification** chair in the new region.

2. Procedures

- a. Application to meet committee --The applicant sends a written request for an appearance before the regional **certification** committee to the regional **certification** chair, with a copy to the ACPE Associate Director.
Note: Applicants should check with the regional **certification** chair about payment of the application fee.
- b. Regional **certification** committee chair role -- The regional **certification** committee chair responds in writing to the applicant, sets deadlines, schedules meetings, sets the docket, and manages the process for the region.

- c. Documentation from ACPE -- The applicant submits the signed *Accountability for Ethical Conduct Policy Report Form* (Appendix 1) to the ACPE Associate Director. The applicant must receive a letter of good standing from ACPE, verifying submission of the form and ACPE membership, before meeting the committee for Supervisory Candidacy status.
- d. Primary Training Supervisor Consultation -- After each committee appearance of a supervisory student for candidacy the **primary training supervisor** for the student, or a student-approved supervisor's designee, will consult with the committee (Part Two, I.C.).

3. Guidelines and Requirements

- a. Formal requirements (ACPE Standard 401)
 - i. ACPE clinical membership.
 - ii. College graduation.
 - iii. **Master of Divinity degree or equivalent**
 - The regional certification committee makes the equivalency determination based on ACPE guidelines and materials the applicant submits. The regional certification committee must consult with the ACPE national office for consistency.
 - Equivalency determination is required before meeting the committee for **Supervisory Candidate** status.
 - iv. Ordination or commission to function in ministry by an appropriate religious authority.
 - v. **Faith group endorsement.**
 - vi. Pastoral experience.
 - vii. Completion of at least one unit of Supervisory CPE.
 - viii. Submission of *Accountability for Ethical Conduct Policy Report Form* (Appendix 1) and receipt of letter of good standing from ACPE.

- b. Demonstration of: ACPE Standards 402-404

Refer also to objectives and outcomes of Supervisory CPE found in ACPE Standards 313-319.

- c. Written requirements (See also Part Two, III.)

Materials are to be received at least four weeks prior to the meeting. Use the checklist and submit all the following materials to the **presenter**; send only items marked * to each member of the committee:

- ___ i. **Certification Face Sheet** (Appendix 2). *
- ___ ii. personal history paper showing awareness of how student's: personal/cultural history shapes the practice of ministry; strengths and weaknesses will impact the process of **supervision**; and religious development has been integrated with self understanding. *
- ___ iii. paper reflecting student's pilgrimage in CPE, demonstrating the evolution of personal and professional integration. Address

self-understanding, awareness of learning issues, and process of professional development; illustrate specific learning experiences that now inform current professional pastoral functioning and potential as a pastoral educator.*

- ___ *iv.* clinical presentation (Appendix 3) demonstrating ability to provide effective pastoral care and to articulate conceptual and pastoral competence as indicated in Standards 402 and 403. * Refer also to Standard 101.5 Confidentiality.
- ___ *v.* copy of the learning contract between the student and **supervisor** outlining learning objectives and curriculum items that comprise Supervisory CPE. *

- ___ *vi.* letter of good standing from ACPE. (See 2.c. above.)
- ___ *vii.* documentation of formal requirements. (See 3.a. above.)
- ___ *viii.* summary reports and **presenter's** and committee action reports from readiness consultation and any previous appearances for Candidate status.
- ___ *ix.* all previous student and **supervisor** evaluations of CPE.
- ___ *x.* Optional: student may submit the theological position paper for review at this time. (See Part Two, IV. D.) The paper will be reviewed apart from the review for **Supervisory Candidate** status; whether the paper passes has no bearing on the decision to grant or deny Candidacy status.

4. Regional Sub-committee Review

a. Sub-committee meeting

- i.* The applicant meets with a sub-committee of the regional **certification** committee.
- ii.* The applicant's **supervisor** may be present as an observer, at the applicant's invitation.

b. Sub-committee review -- focuses on the applicant's:

- i.* understanding of CPE and its history and ethical expectations of ACPE members.
- ii.* demonstration of pastoral competence through presentation of verbatim material and the degree of personal congruence in meeting the committee.
- iii.* articulation of a mature perspective on the student's spiritual experience and religious heritage.
- iv.* ability to accurately use conceptual language that brings useful perspective to the student's pastoral relationships.
- v.* understanding of one's strengths and weaknesses, how these are related to major events of personal history, and how they may affect supervisory functioning.
- vi.* creativity, flexibility and imagination in pastoral ministry functioning.

- c. Sub-committee action -- determines whether the applicant meets the requirements and may begin the **certification** process. Neither the applicant nor **supervisor** is present for the vote, but the **supervisor** is to be present with the applicant for the committee action report after the vote.

C. Extension of Supervisory Candidate Status

1. Policies

- a. **Supervisory Candidate** status is granted for two years.
- b. **Extensions** may be granted by the regional **certification** committee. Each extension may be granted for up to two years.
 - Candidate status is limited to six years from the date of **certification** as a Candidate.
 - Each extension requires meeting with the regional committee as detailed in items 2 and 3 below.
 - **Certification** Commission denial of **Associate Supervisor** status results in automatic extension of Candidate status up to one year, unless it would exceed the six-year limit.

2. Procedure

- a. **Application to meet committee** -- The Candidate contacts the regional **certification** committee chair in writing to arrange a meeting with a regional **certification** committee sub-committee and sends a copy to the ACPE Associate Director.
- b. **Three month extension** -- Regional **certification** committee chairs have the discretion to grant extensions of up to three months to accommodate the regional **certification** committee meeting schedule.
- c. **Primary Training Supervisor Consultation** -- After each committee appearance of a Supervisory Candidate for extension the **primary training supervisor** for the student, or a student-approved supervisor's designee, will consult with the committee.

3. Guidelines and requirements

- a. **Written requirements** (See also Part Two, III.)

Materials are to be received at least four weeks prior to the meeting. Use the checklist and submit all the following materials to the **presenter**; send only items marked * to each member of the committee:

 - ___ *i. Certification Face Sheet* (Appendix 2). *
 - ___ *ii. current or updated autobiographical statement.**
 - ___ *iii. all presenter's and committee action reports since, and including, the granting of Candidate status.**
 - ___ *iv. full account of how recommendations from previous appearances before certification committees are being addressed.**
 - ___ *v. brief document demonstrating progress toward certification at the next level and stating a rationale for the request for extension. Include a statement of the status of position papers. If papers have passed, include a one page summary of theories.**
 - ___ *vi. five page paper describing current practice of supervision. Provide two supervisory vignettes that describe a supervisory intervention in a group or individual supervision context and include:*

- a description of the Candidate's pastoral identity as illustrated in each vignette, including a description of how pastoral identity has evolved since achieving candidacy, and
- an explicit description of how the candidate's learning theory informed supervisory practice within each vignette. *

- ___ *vii.* all *CPE Program Evaluation* forms (Appendix 4) since becoming a Candidate.
- ___ *viii.* copy of the current learning contract.
- ___ *ix.* all Candidate's self evaluations and training **supervisors'** final evaluations since Candidacy status or last extension granted.
- ___ *x.* list of supervisory and supervisory related activities since the last appearance: dates, type of activity; include all ACPE area, regional and national activities.
- ___ *xi.* documentation of current ACPE membership.

4. Sub-committee/Commission Review

- a. The sub-committee votes to grant or deny the request for extension.
- b. If extension is denied, the Candidate must make a successful appearance for extension at the next regional committee meeting to retain Candidate status. Candidates denied extension by the regional **certification** committee may not meet the Commission until the status has been resolved favorably at the regional level.

D. Theory Position Papers

1. Policies

- a. **Supervisory Candidates' theory papers must be approved** by qualified ACPE readers before Candidates can request to appear for **Associate Supervisor certification**. (ACPE Standard 405.4)
- b. **Content** -- The papers, directed to the theoretical “why” of **supervision**, include:
 - i.* a theological position paper,
 - ii.* a personality theory paper, and
 - iii.* an educational theory paper.
- c. A **paper passes** if two of three readers grade it satisfactory. Any or all of the papers may be passed by the readers.
- d. **Writing and submission** -- The Candidate can begin writing the papers at any point in the Supervisory CPE experience. However, with the exception of the theological position paper (Part Two, IV. B. 3. c. x), the papers cannot be submitted for review until **Supervisory Candidate** status is conferred.

2. Procedures

- a. **Time line** -- The Candidate notifies ACPE (Coordinator, **Certification Commission Position Papers**, c/o ACPE) in writing of intent to submit position papers four weeks prior to submission.
- b. **Submission** -- The Candidate submits four sets of each paper (See item 3 below) and a cover letter with identifying information, daytime telephone number and address to which the evaluation should be sent to: Coordinator, **Certification Commission Position Papers**, c/o ACPE.
- c. The **Coordinator** assigns the papers to a group of three readers, one of whom acts as convener. The Coordinator gives the Candidate the names and addresses of the readers.
- d. The **Convener** sends the team's ratings (satisfactory or unsatisfactory) and comments to the Candidate, with a copy to Coordinator, c/o ACPE.
- e. **Contact between Candidate and readers** -- The convener may contact the Candidate for clarification, if needed, and the Candidate may contact any or all of the readers for clarification after the ratings and critique are received.
- f. The **time frame** from submission to receipt of feedback may be 60 days, longer during vacation and holiday times, to a maximum 90 days.
- g. **Len Cedarleaf Award** -- Conveners notify the Coordinator about theological position papers judged excellent and worthy of consideration for the award, granted annually by the ACPE Pacific Region in honor of Len Cedarleaf, a pioneer **ACPE Supervisor** from the region.

3. Guidelines and requirements

- a. **Format of papers** (See also Part Two, III):
 - i.* one page preface stating main thesis of each paper; state congruence of the three positions clearly and concisely.

- ii. one page personal introduction with demographic data pertinent to positions, i.e., faith group, gender, social location, anything else pertinent to one's formation.
 - iii. bibliography for each paper indicating key literature read for the paper.
 - iv. options for development:
 - clear, logical development of each position or
 - one page vignette from supervisory experience describing an encounter with a student. Use the three position papers to amplify the theological, personality and educational theory positions that inform the vignette. The theory underlying the vignette will be evaluated.
- b. Content -- Each paper should describe a position, illustrating mastery and critical use of relevant literature.
- i. *Theological position paper* -- demonstrates theological acumen as it relates to the supervisory task:
 - How does the Candidate understand persons as creatures of God?
 - How does that understanding inform **supervision**?
 - How does the Candidate think theologically about interpersonal relationships, human suffering and relationship with the transcendent?
 - What theologian or theological resources inform the theological stance?
 - How does the Candidate understand the interplay between the Candidate's cultural context and theological formation?
 - ii. *Personality theory paper* -- demonstrates understanding of a personality theory as it informs supervisory practice:
 - Which personality theories/theorists enhance the Candidate's understanding of human nature and development?
 - How do these theories inform supervisory practices such as assessment, goals, interventions?
 - How is the Candidate's personality theory consistent with the Candidate's theological understanding of persons?
 - How does ethnic identity development inform the candidate's supervisory practice?
 - iii. *Educational theory paper* -- demonstrates theoretical understanding of the teaching/learning situation inherent in **supervision**, including a theory of group process:
 - What educational theory guides the Candidate's goals and decision-making in supervisory practice with individuals and groups?
 - What is the Candidate's understanding of how persons learn?
 - How does the Candidate's educational theory affect evaluation of students and their work?
 - What is the candidate's understanding of how culture influences the educational process?

4. Evaluation of Papers

a. Readers focus on Candidate's:

- i.* ability to articulate a theoretical stance with respect to pastoral theology, personality theory and educational theory as it applies to **supervision**.
- ii.* acquaintance with relevant literature: describes a position, illustrating mastery and critical use of relevant literature in the field.
- iii.* congruence among the three positions; taken as a whole, the papers enhance and inform each other.
- iv.* answering basic questions for each paper. See # 3.b. Content, above.
- v.* mastery of materials used:
 - theorists and resources represented accurately and in context.
 - clear evidence of working familiarity with relevant literature.
 - materials assimilated into understanding vs. awkward splicing of quotations in text.
- vi.* “critical purchase” of the approaches of theorists:
 - critical examination of implications of theorist’s views.
 - exploration of the theoretical match of the primary assumptions of those views, i.e. if drawing on theological position of Reinhold Niebuhr (with belief in limited and sinful nature of humanity) and Carl Rogers (for psychological understanding), address discrepancies between those views.
- vii.* explanation of theoretical position:
 - clinical examples are appropriate only to illustrate theoretical underpinnings of supervisory practice.
 - articulation of “why” (e.g., constructing a theoretical case for a narrative theology approach to **supervision**) rather than elaboration of the “what” (i.e., narrating a student’s spiritual journey in a CPE unit).

b. Rewriting papers

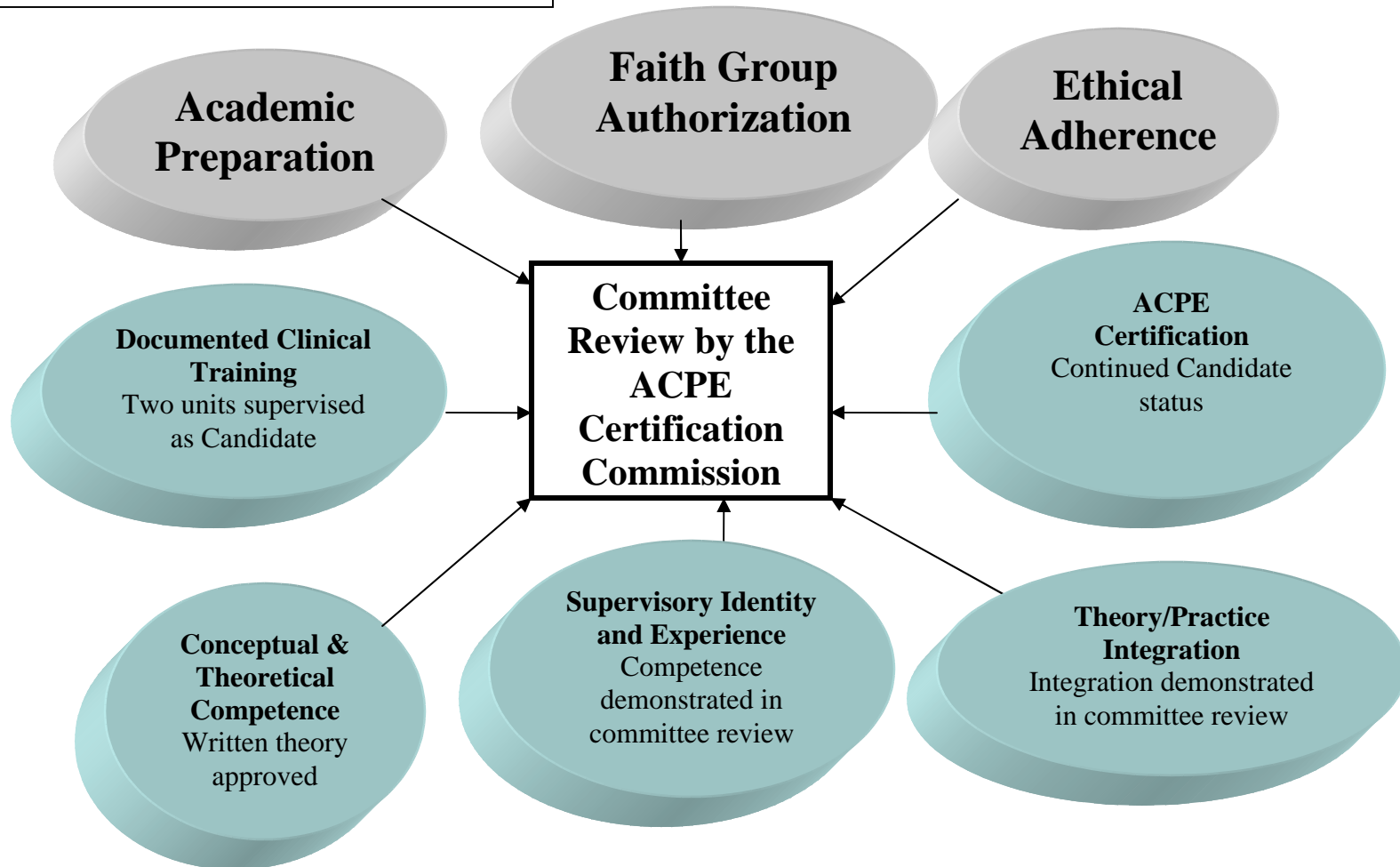
- i.* Submit cover letter, revised papers and a copy of the critique(s), along with papers passed on first reading, to original readers, with copy of cover letter and revised papers to the Coordinator, c/o ACPE.
- ii.* The convener sends the readers’ critique to the Candidate who may contact the readers for clarification if needed.
- iii.* Rewriting papers a second time
If a second rewriting is required for any or all of the papers, Candidates have two options:
 - (a) third written review --
Submit to Coordinator, c/o ACPE:
 - cover letter with identifying information, daytime telephone number and address to which evaluation should be sent.
 - four sets of each revised paper, along with a copy of any papers already passed.Coordinator assigns a new set of readers.

(b) face to face evaluation of theory --

Contact the ACPE Associate Director who contacts the regional **certification** committee chair to request a team of readers.

- The chair appoints three readers and arranges for the reading and meeting in accordance with the region's procedures. The chair may designate certain times during the year for reading.
- The Candidate submits a cover letter, rewritten paper(s) and critiques, and any papers already passed to the designated readers, with a copy of the cover letter and rewritten papers to the Coordinator.
- The readers meet face-to-face with the Candidate after reading the rewritten papers, allowing the Candidate to defend and explain the Candidate's positions.
- The convener of the reader team sends the report, with names of all the readers, to the Candidate, with a copy to the regional chair and the Coordinator.

Qualifications of an Associate Supervisor



An Associate Supervisor is authorized to conduct programs of CPE (Level I/ Level II) in an ACPE accredited center

E. Associate Supervisor Certification

Associate Supervisors are temporarily authorized by ACPE to conduct programs of CPE (Level I/Level II) in autonomous and collegial professional practice. A subcommittee of the Commission conducts this level of the **certification** process and evaluates the strength of the applying **Supervisory Candidate's** supervisory identity, fluidity in articulating theory/practice integration and ability to conduct time-limited programs of clinical peer **supervision**.

1. Policies

- a. **Associate Supervisor status** is granted by a subcommittee of the **Certification** Commission for two years.
- b. **Time limitation** --
 - i. Within two years of being granted **Associate Supervisor** status, the **Associate Supervisor** must meet with the regional certification committee for extension of Associate Supervisor status or with the Commission to apply for **ACPE Supervisor certification**.
 - ii. Extension of **Associate Supervisor** status may be renewed annually by the regional **certification** committee. **Associate Supervisors** not certified as **ACPE Supervisor** within six years revert to Candidacy status.
- b. **Authorization** -- **Associate Supervisors** are authorized to conduct CPE (Level I/ Level II) programs.
- c. **Change of region** -- Within 30 days of moving to a new region, **Associate Supervisors:**
 - i. notify the regional **certification** committee chair in the new region who notifies the Commission chair.
 - ii. request that the regional **certification** chair in the former region transfer their **certification** files to the regional **certification** chair in the new region.

2. Procedures

- a. **Application** -- The Candidate sends a written request to the ACPE Associate Director or designee, with a copy to the Commission chair, stating intent to meet the Commission. The required fee must accompany the written request. The Associate Director responds in writing, sets deadlines, schedules meetings, determines the docket, and manages the process in collaboration with the Commission chair.
- b. **CPE unit presented** -- The **Supervisory Candidate** chooses a specific **unit of CPE** to present for review.

3. Guidelines and requirements

- a. **Formal requirements** (ACPE Standard 405)
 - i. **Supervisory Candidate certification;**
 - ii. current ACPE membership;

- ___ *vii.* **Supervisory Candidate's** and **supervisors'** evaluations of all units of Supervisory CPE since achieving supervisory candidacy.
- ___ *viii.* all *CPE Program Evaluation* forms (Appendix 4) since achieving **Supervisory Candidate** status.
- ___ *ix.* previous **presenters'** reports and committee action reports, beginning with supervisory candidacy.
- ___ *x.* documentation of satisfaction of formal requirements (Part Two, IV.E.3.a).

4. Sub-committee/Commission Review

- a. Focus of the sub-committee of the Commission, which is composed of members from within and outside the region where the candidate is in training, is on the Candidate's:
 - i.* Supervisory competence demonstrated by ability to plan and implement a program of CPE and effectively assist students in meeting the objectives and expected outcomes of CPE (Level I/Level II).
 - ii.* Conceptual competence demonstrated by the ability to articulate one's supervisory work with specificity, bringing theoretical perspectives to supervisory events and exemplifying one's preferred theory through references to supervisory functioning.
 - iii.* Collegial competence demonstrated by the capacity and motivation to regularly use peer relationships for consultation, support, clarification, and challenge in practice and development of the art of **supervision**.
- b. Sub-committee actions -- one of the following:
 - i.* Grant **Associate Supervisor certification**.
 - ii.* Grant **Associate Supervisor certification** with **notations** (limit two **notations**). Specific deficiencies are noted; **notations** can be removed only by the Commission.
 - iii.* Deny **Associate Supervisor certification**.
 - If denied, the candidate can apply again later.
 - Rewrite of position papers is required only if the Candidate makes substantive change in the theoretical position. In this case, rewritten papers are sent to the **presenter** at the time of the next review.
 - iv.* Revoke Candidacy status.

F. Extension of Associate Supervisor certification

1. Policies-See Part Two, IV. E. 1.b. for time limitations.

2. Procedures

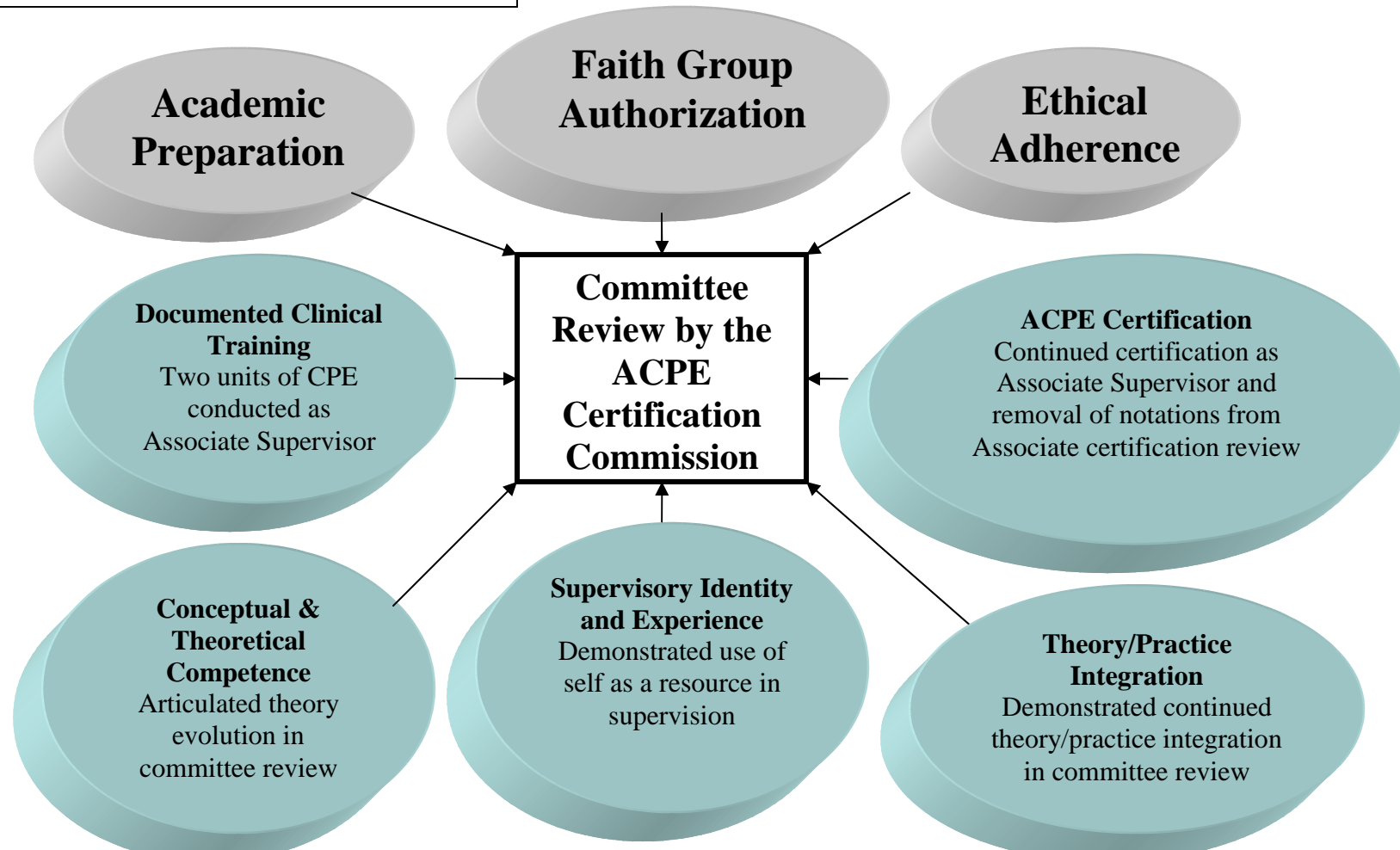
- a. Application -- The **Associate Supervisor** contacts the regional **certification** committee chair in writing to request a meeting with a regional **certification** sub-committee and sends a copy to the ACPE Associate Director or designee. The meeting will be at the convenience of the region.
- b. If extension is denied, the **Associate Supervisor** must make a successful appearance for extension at the next regional committee meeting to retain Associate status. **Associate Supervisors** denied extension by the regional **certification** committee may not meet the Commission until status has been resolved favorably at the regional level.
- c. A negative decision from two successive sub-committee appearances for extension results in automatic reversion to candidacy status.
- d. **Associate Supervisor** status may be withdrawn as noted above or during a request for **ACPE Supervisor certification**. Upon notification of the withdrawal, one must receive weekly supervisory consultation on any current CPE unit being supervised and may not conduct a new **unit of CPE**, except under the **supervision** of an **ACPE Supervisor**, until any **appeal** is resolved.

2. Guidelines and Requirements:

- a. Demonstrate the competencies of **Associate Supervisor** in the sub-committee meeting. See Part Two, IV. E. 3. b. and 4. a.
- b. Written materials (See also Part Two, III.)
Materials are to be received at least four weeks prior to the meeting. Use the checklist and submit all the following materials to the **presenter**; send only items marked * to each member of the committee:
 - ___ i. **Certification Face Sheet** (Appendix 2). *
 - ___ ii. personal history paper showing awareness of how student's: personal/cultural history shapes the practice of ministry; strengths and weaknesses will impact the process of **supervision**; and religious development has been integrated with self understanding. *
 - ___ iii. full account of how recommendations and/or **notations** received in previous appearances before regional and **Certification** Commission sub-committees have been addressed.*
 - ___ iv. brief document demonstrating progress toward **certification** at the next level and a statement of the rationale for the current request for extension.*
 - ___ v. copies of *CPE Program Evaluation* forms (Appendix 4) from all students supervised since **certification** as **Supervisory Candidate**.

- ___ *vi.* documentation of continuing to meet formal requirements (ACPE Standard 405).
- ___ *vii.* all **presenters'** and committee action reports since (and including) **certification** as **Associate Supervisor**.
- ___ *viii.* list of supervisory and supervisory related activities since last appearance (give dates, type of activity; include all ACPE local, regional and national activities).

Qualifications of an ACPE Supervisor



An ACPE Supervisor is authorized to conduct programs of CPE (Level I/Level II) and Supervisory CPE in an ACPE accredited center

G. ACPE Supervisor Certification

An **ACPE Supervisor** is authorized to conduct all levels of CPE programs while maintaining supervisory competence and ethical practice. At this level of the **certification** process a subcommittee of the Commission evaluates the maturity of the applying **Associate Supervisor's** use of self in supervisory work and assures that all **notations** given by the **Certification** Commission at the **Associate Supervisor** level have been addressed successfully.

1. Policies

- a. **Certification as ACPE Supervisor** is granted by a subcommittee of the **Certification** Commission, which has determined the **Associate Supervisor** meets the requirements and has successfully addressed any **notations**.
- b. **Notations** received by an **Associate Supervisor** must be removed by the Commission before **ACPE Supervisor** status is granted.

2. Procedures

- a. **Application** -- The **Associate Supervisor** writes the ACPE Associate Director or designee, with a copy to the Commission chair, stating intent to meet the Commission for **ACPE Supervisor certification** and stating which option for meeting a committee is desired. The options are:
 - to meet the Commission at one of its regularly scheduled national meetings; or
 - to meet a sub-committee of the Commission in one's own region, adhering to the regional schedule.
 Payment of the required fee must accompany the written request.
- b. The Associate Director responds in writing to the **Associate Supervisor**, with a copy to the Commission chair, and notifies the regional **certification** chair if the applicant chooses to meet a sub-committee of the Commission in the applicant's region.
- c. The **Associate Supervisor** chooses a specific **unit of CPE** for review.

3. Guidelines and requirements

- a. **Formal requirements** (ACPE Standard 409)
 - i. **certification as an Associate Supervisor;**
 - ii. ACPE membership and continued **faith group endorsement;** and
 - iii. conduct at least two complete, independent **units of CPE as Associate Supervisor.**
- b. **Completion of expected outcomes of Supervisory CPE** (ACPE Standard 410). Refer also to objectives and outcomes of Supervisory CPE found in ACPE Standards 313-319.

c. Written requirements (See also Part Two, III.)

Materials are to be received at least four weeks prior to the meeting. Use the checklist and submit all the following materials to the **presenter**; send only items marked * to each member of the committee:

- ___ i. **Certification Face Sheet** (Appendix 2). *
- ___ ii. personal history paper showing awareness of how student's: personal/cultural history shapes the practice of ministry; strengths and weaknesses will impact the process of **supervision**; and religious development has been integrated with self understanding. *
- ___ iii. paper demonstrating use of the self as a primary teaching/learning resource, using vignettes from the experience in supervising students from the unit presented.*
- ___ iv. paper summarizing how the **Associate Supervisor** has addressed any **notations** given by the Commission at that review.*
- ___ v. a two or three page paper describing how the **Associate Supervisor's** thinking has evolved in relation to the approved supervisory theory. Attach the original preface of those papers.*
- ___ vi. *CPE Program Evaluation forms* (Appendix 4) completed by all students supervised individually or in the group.
- ___ vii. documentation of satisfying the formal requirements. See Part Two, IV.G.3.a. and Standard 409.
- ___ viii. previous **presenters'** reports and committee actions reports, beginning with Candidate status.
- ___ ix. All evaluations completed by the students and the **Associate Supervisor** for the unit being presented (including required *CPE Program Evaluations* Appendix 4).
- ___ x. paper outlining the structure and describing the CPE program, including a statement of the educational rationale for the primary elements of the program.
- ___ xi. signed consent forms (Appendix 5) from all students used in item *iii*. If unable to obtain, use pseudonyms.

4. Sub-committee/Commission review

a. Sub-committee review focuses on the **Associate Supervisor's** competence as a pastoral educator and evaluates:

- i. continued autonomous and collegial professional functioning.
- ii. continued integration of theory and practice as a pastoral educator, together with congruence of person and function.

- iii.* effective use of self as a primary teaching/learning resource.
- iv.* consumer evaluations (Appendix 4).
- b. Commission actions
 - i.* grant status.
 - ii.* deny status; Commission has two options:
 - (a) invite the **Associate Supervisor** for a return review after fulfilling the **notation(s)** of the Commission, provisional on having an annual consultation with the regional **certification** committee and receipt of one year extensions.
 - or
 - (b) withdraw **Associate Supervisor certification** and grant reversion to **Supervisory Candidate** status.

H. Continuation of ACPE Supervisor status

As a professional practitioner, an **ACPE Supervisor** takes responsibility to maintain supervisory competence in a rapidly changing field of personal care giving. ACPE has established standards for the level of ongoing professional development and ethical behavior required of its members to maintain supervisory credentials.

1. Policies

- a. Continuation of **ACPE Supervisor** status requires continued functioning in a professional manner, meeting the requirements of ACPE Standard 411, including at least 50 hours of continuing education annually (See *Accreditation Manual*, Appendix 9, *Annual Summary Of Continuing Education Hours: Supervisors' Continuing Education Report Form*) and participating in peer review every five years.
- b. When there is compelling evidence that a CPE student(s) is in immediate danger because of the functioning of any person authorized by ACPE to supervise, the Executive Director shall enjoin the person from supervisory practice for 72 hours and initiate the steps outlined in the ACPE policy Emergency Suspension of Credentials (Refer to *Professional Ethics Commission Manual*, Appendix 5).
- c. **ACPE Supervisors** who have a complaint for unethical or felonious conduct lodged against them in a civil, criminal, ecclesiastical, employment or another professional organization's forum must immediately notify the ACPE Executive Director. The issue will be handled as specified in the ACPE Accountability for Ethical Conduct Policy (Appendix 1)
- d. A Supervisor who has not engaged in supervision for three years, and has not had a consultation within 4 years with the regional **certification** committee, will be listed as inactive and cannot supervise CPE students. Return to active status requires consultation with the regional **certification** committee.
- e. A Supervisor not attached to a center, but fulfilling the requirements of Standard 411 may supervise CPE students in an ACPE accredited center.
- f. A retired Supervisor fulfilling the requirements of Standard 411 may retain active **certification** status or may request inactive status.
- g. Emeritus Supervisor is an honorary status granted by the Board of Representatives. Emeritus **Supervisors**:
 - i. must have supervised at least 10 years prior to retirement.
 - ii. may supervise students in an ACPE accredited center if fulfilling the requirements of Standard 411.

2. Procedures

- a. If not engaged in **supervision** for three years, consultation with the regional **certification** committee is required to determine if the **Supervisor** remains current in supervisory and conceptual competence

- to practice **supervision**.
- b. The committee may recommend inactive status if it finds the **Supervisor** has not remained current.
 - c. A **Supervisor** may request inactive status through the regional **certification** committee.

I. Restoration to Active Status

1. Policy

- a. Commission action -- The Commission or designated sub-committee determines whether the person meets the requirements for restoration of active status.
- b. Applicant responsibility -- The person seeking restoration bears the burden of demonstrating that the requirements are met.

2. Procedures

Specific requirements are negotiated with the Commission chair by the person seeking restoration.

3. Guidelines and requirements

Written materials -- Some or all of the following will be required. (See also Part Two, III.):

- ___ a. ***Certification Commission Face Sheet*** (Appendix 2).
- ___ b. brief history of applicant's **certification** process and practice of **supervision**, including dates and places. Include meaning of having become inactive and comment on desire to resume active status.
- ___ c. paper articulating applicant's theory of group process.
- ___ d. paper on use of self as a primary teaching/learning resource.
- ___ e. paper on how theology informs the applicant's **supervision**.
- ___ f. if applicant has current or recent experience assisting a **supervisor** in a **unit of CPE**, brief description of the program and participation in it, including:
 - i. insights gained about current students.
 - ii. assessment of what might have been done differently if applicant were supervising the unit.
 - iii. students' and **supervisor's** evaluations.
 - iv. evaluative paper written by the **supervisor** who was assisted.
- ___ g. permission to use students' materials, if needed; if consent cannot be obtained, use pseudonyms (Appendix 5).
- ___ h. description of participation in CPE events, student formation, regional and/or national ACPE activities, and other relevant continuing education.
- ___ i. copy of last peer review report.
- ___ j. if no recent CPE participation, consult with the Commission chair and submit materials that will help the Commission assess readiness to resume active **supervision**.

J. Review of Supervisory Competence

The collegial nature of the **clinical pastoral education** profession requires that practitioners mutually monitor each other's professional competence and take action when it appears the level of a peer's practice deteriorates such that a student's safety or justice is compromised. While informal, collegial consultation is encouraged, ACPE has established the following policies and procedures when it is felt a more formal process is required.

1. Policy

Determination of supervisory competence -- ACPE members take collegial and responsible action when concern about incompetence, impairment or misconduct arise (Standard 104.2). When the quality of a **supervisor's** professional practice is questioned, the Commission determines if the **supervisor** satisfies the required standards and maintains the required competencies for the **certification** status.

2. Procedures

- a. Request for review -- A source in a relationship of professional responsibility to a **supervisor** sends a written request for review of supervisory competence to the Commission chair, clearly stating why the source believes the **supervisor** currently fails to meet applicable standards or competencies and referencing the specific standard(s).
- b. Contact with person lodging request -- The Commission chair, in consultation with the Professional Ethics Commission chair, ACPE Executive Director, and legal counsel if appropriate, decides whether to direct the **supervisor** in question not to have contact with the person(s) lodging the request and if a review is warranted.
- c. Review time frame -- If a review is warranted, the Commission chair appoints a review committee of the Commission and designates the time and place for a meeting with the **supervisor** in question to occur within 120 days of receiving the request for review of competency.
- d. Review committee -- Five members of the Commission, one serving as **presenter** and a sixth member who records meeting process notes but has neither voice nor vote, compose the review committee. The Commission may authorize convening a regional committee for this purpose.
- e. The **supervisor can appeal** a negative decision of the review committee to the Commission.

3. Guidelines and requirements

- a. Written materials -- The Commission chair, in consultation with review committee members and the **supervisor** in question, requests written materials for the review committee. Submit:
 - i. required materials (See also Part Two, III.) and
 - ii. a statement addressing **supervisor's** understanding of the reasons for the competency review, how those reasons do or do not

impact **supervision**, and any actions being taken to remediate the concerns raised.

4. Review-The review is conducted in a manner similar to the review of a candidate for **Associate Supervisor** (Part Two IV. E.) or **ACPE Supervisor** (Part Two IV. G)
- a. Action report --
 - i. The review committee action report is sent to the **supervisor** in question no later than ten business days after the meeting, with copies to the Commission chair, Professional Ethics Commission chair and ACPE Executive Director.
 - ii. The action report specifies the means for determining that the requirements of the ruling have been satisfied and defines further action should the **supervisor** fail to satisfy the requirements imposed.
 - b. Rulings -- The review committee adopts one of the following rulings:
 - i. confirms pastoral, supervisory and conceptual competence; the review is ended.
 - ii. admonishes, with specific recommendations for enhancing supervisory competence.
 - iii. reprimands and gives specific instructions for remediation to be followed under the direction of the regional **certification** committee for a designated period of time.
 - iv. denies the right to practice CPE **supervision** for a specified period of time.
 - v. reverts to **Supervisory Candidate** status.
 - vi. withdraws **certification**.
 - c. Notifications -- The Commission informs all directly involved parties of the disposition.

K. Reciprocity (ACPE Standard 412)

1. Policies

- a. Criteria -- ACPE honors **certification** of specifically identified associations whose standards and ethical values are equivalent to those of ACPE.
- b. Required credentials -- Individuals holding similar credentials in an association with which ACPE has declared reciprocity can seek recognition as **Associate Supervisor** or **ACPE Supervisor**.
- c. Requirements -- Individuals must meet the requirements for **certification** specified in Standard 411.

2. Procedures

- a. Applicants should contact the ACPE Associate Director or designee for specific procedures to be followed and required documentation to be submitted for reciprocity.
- b. Upon receipt of required documents and verification that the applicant meets the specified requirements, the ACPE Associate Director or designee sends an invoice for fees and the following forms: ***Clinical Pastoral Education Supervisor Record*** and ***Accountability for Ethical Conduct Policy Report Form*** (Appendix 1).
- c. Upon receipt of payment and completed forms, the ACPE Associate Director or designee:
 - i. enters the individual in the ACPE database as an **Associate Supervisor** or **ACPE Supervisor**.
 - ii. lists the individual as a new **supervisor** in the ACPE newsletter and on the ACPE website.
 - iii. forwards required materials (manuals, standards, forms, etc.) to the individual.

Part Three Glossary

ACPE Supervisor -- person authorized by ACPE to function autonomously to conduct CPE (Level I/ Level II) and Supervisory CPE.

Appeal -- a formal request for reconsideration of a **certification** decision made by the ACPE **Certification** Commission or a regional **certification** committee.

Associate Supervisor -- person authorized by ACPE to function as an autonomous CPE **supervisor** for CPE (Level I/Level II) for a limited period of time and who has demonstrated to the **Certification** Commission: (1) successful integration of theoretical positions with supervisory practice; and (2) supervisory identity and skills sufficient to allow autonomous functioning that is responsible and collegial.

Certification -- action by the ACPE **Certification** Commission to grant time-limited status of **Supervisory Candidate** or **Associate Supervisor** or status of **ACPE Supervisor** to persons affirmed in a review as having satisfied ACPE standards for the respective status.

Clinical Pastoral Education (CPE, clinical education, clinical pastoral learning) -- a method of learning ministry by means of pastoral functioning under **supervision** as developed by ACPE. It is a process model of education, predicated on **students'** individual needs that are compatible with program objectives. ACPE distinguishes 2 types of CPE programming: CPE (Level I/Level II) and Supervisory CPE.

Faith group endorsement -- formal recognition by a faith group that a person is a member in good standing of that group and affirmation of that person for admission to the status of **Supervisory Candidate** and/or **certification** as **Associate Supervisor** or **ACPE Supervisor**.

Master of Divinity degree or equivalent -- one of the following:

- graduation from an accredited theological school with a Master of Divinity degree.
- ordination from a recognized Jewish seminary.
- three academic years of full-time (or equivalent part-time) post-baccalaureate, accredited, theological education.
- a post-baccalaureate theological degree with such additional study and vocational formation experience as may be evaluated by an ACPE regional **certification** committee to constitute equivalent level of study.
- a Master's degree in a related field with such additional post-baccalaureate theological course work and vocational formation experience as may be evaluated by an ACPE appropriate regional **certification** committee to constitute an equivalent level of study.

Notation -- a specific action, requirement or process required of an **Associate Supervisor** by the reviewing subcommittee acting on behalf of the Commission and congruent with the competencies required for **certification**.

Presenter -- person appointed to read all of an applicant's materials each time an applicant meets a sub-committee, committee or the Commission for consultation or **certification**. The **presenter** writes a summary report intended to facilitate sub-committee, committee or Commission engagement of the applicant about the applicant's meeting of ACPE standards.

Presenter's report -- **Presenters** prepare a report reflecting their review of the materials and given to other group members prior to the meeting. Except in unusual circumstances, a hard copy of the **presenter's** report is made available to the person seeking consultation or **certification** no earlier than 24 hours and no later than 12 hours prior to the sub-committee, committee, or Commission meeting. **Presenters** are responsible for addressing the formal requirements and areas of competency required by the standards in the report.

Primary Training Supervisor -- person holding official responsibility for conducting the **unit of CPE** and signing the evaluations.

Supervision (CPE **supervision**, pastoral **supervision**) -- an educational method by which an ACPE authorized **supervisor** enables students to learn about self, others, God, and ministry from clinical experience and to examine that experience and integrate that learning into the students' functioning.

Supervised supervision -- **supervision** of supervisory practice with an **ACPE Supervisor(s)**.

Supervisor -- a clinical pastoral educator who satisfies ACPE requirements for **certification**, either an **ACPE Supervisor** or **Associate Supervisor**.

Supervisory Candidate -- 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.

Unit of CPE -- at least 100 hours of structured group and individual education. Each unit shall be accompanied by the supervised, clinical practice in ministry. The combined time shall be no less than 400 hours.

Part Four Appendices

APPENDIX 1	Accountability for Ethical Conduct Policy Report Form	42
APPENDIX 2	Certification Face Sheet	43
APPENDIX 3	Clinical Presentation for Supervisory Candidacy	44
APPENDIX 4	CPE Program Evaluation	45
APPENDIX 5	Consent Form	47
APPENDIX 6	Candidate Feedback to Certification Commission	48
APPENDIX 7	Appeal of Negative Certification Decisions	49
APPENDIX 8	Appeal Consultation Process Form	54

APPENDIX 1

ACCOUNTABILITY FOR ETHICAL CONDUCT POLICY
REPORT FORM

For the purposes of this Policy, "member" refers to: ACPE Supervisors, Associate Supervisors, 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

CERTIFICATION FACE SHEET

Name _____

Requesting _____ Meeting time/place _____

Address _____

Telephone _____ email _____

Present position _____

Present CPE center _____

Citizenship _____ Endorsed? _____ Professed? _____

Ordained/commissioned? (Attach documents) _____

Denominational/ecclesiastical membership _____

College degree, date _____ Seminary degree, date _____

Other graduate study, degree, date _____

Other professional **certifications** _____

Professional occupational background, starting from most recent position (dates, positions, descriptions):

CPE history [date(s), location, type of training, **supervisor**, number of students supervised] as Candidate and Associate:

Record of **certification** committee/Commission meetings/decisions [date(s), request, **presenter**, decision(s)]:

Note: Attach additional pages as needed; do not write on the back of this face sheet.

APPENDIX 3

CLINICAL PRESENTATION FOR SUPERVISORY CANDIDATE STATUS

The purpose of the clinical presentation is for the student to demonstrate ability to provide effective pastoral care and to articulate conceptual and pastoral competence as indicated in Standards 402-403. See *Certification Manual*, Part Two, IV. B.

Instructions for preparing the clinical presentation

Limit five pages. Verbatim is required. Five page limit does not include verbatim content. (Refer to Part Two, III.)

Present work with a patient, family member, parishioner, staff member, client, etc., not work with anyone with whom one is in a **supervisor**/student relationship.

Refer also to Standard 101.5 Confidentiality.

Content of presentation

Demonstrate the ability to:

- deliver pastoral care, knowing who one is and why one does what one does;
- evaluate the pastoral care provided;
- potentially teach those skills to others; and
- integrate theological tradition, personal experience and spirituality, understanding of persons, and skill and practice in meaningful pastoral encounters.

APPENDIX 4

CPE PROGRAM EVALUATION*

Dates of CPE Unit _____

This evaluation provides your **supervisor**, the CPE Center and ACPE a way to know about your experience in CPE and it assists them in their on-going quality assurance/improvement processes. Complete and give this form to your **supervisor** or designated individual *after you have received your supervisor's evaluation.*

Primary supervisor _____ (Name)

Student supervisor _____

(Name -- if supervised by student supervisor)

This unit taken for academic credit?	
____ Yes	____ No
Required for ordination?	
____ Yes	____ No

Units of ACPE accredited CPE now completed:	
____ 1	____ 4
____ 2	____ 5 or more
____ 3	

1 very negative; 2 - somewhat negative; 3 positive ; 4 very positive; N/A - not applicable.

PERSONAL LEARNING / MINISTRY DEVELOPMENT

This unit of CPE provided me opportunity to:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Further develop my personal and pastoral identity. | 1 | 2 | 3 | 4 | N/A |
| 2. Develop self knowledge that improved my pastoral function. | 1 | 2 | 3 | 4 | N/A |
| 3. Increase my awareness of how my ministry impacts persons. | 1 | 2 | 3 | 4 | N/A |
| 4. Develop my ability to use my theology in pastoral ministry. | 1 | 2 | 3 | 4 | N/A |
| 5. Develop the ability to think theologically about my experience. | 1 | 2 | 3 | 4 | N/A |
| 6. Develop pastoral skills in crisis intervention. | 1 | 2 | 3 | 4 | N/A |
| 7. Develop pastoral skills in initial pastoral visitation. | 1 | 2 | 3 | 4 | N/A |
| 8. Develop pastoral skills with diverse faith groups. | 1 | 2 | 3 | 4 | N/A |
| 9. Develop my capacity to minister professionally in a variety of functions, e.g., preaching, teaching, administration, and brief counseling. | 1 | 2 | 3 | 4 | N/A |
| 10. Learn to use the clinical method of learning. | 1 | 2 | 3 | 4 | N/A |
| 11. Foster my ability to evaluate my own ministry. | 1 | 2 | 3 | 4 | N/A |
| 12. Make pastoral use of my religious heritage. | 1 | 2 | 3 | 4 | N/A |
| 13. Make use of the behavioral sciences in my ministry. | 1 | 2 | 3 | 4 | N/A |
| 14. Become more aware of how organizational structure and social conditions affect the lives of others and myself. | 1 | 2 | 3 | 4 | N/A |

APPENDIX 4 (cont'd)**THE CPE PROGRAM:**

- | | | | | | |
|--|---|---|---|---|-----|
| 15. Orientation to CPE was helpful. | 1 | 2 | 3 | 4 | N/A |
| 16. Orientation to my pastoral care responsibilities was sufficient. | 1 | 2 | 3 | 4 | N/A |
| 17. Student handbook was an effective guide to the CPE program. | 1 | 2 | 3 | 4 | N/A |
| 18. Provided sufficient access to library resources. | 1 | 2 | 3 | 4 | N/A |
| 19. Dealt with sufficient didactic material to contribute to my conceptual framework for the practice of ministry. | 1 | 2 | 3 | 4 | N/A |
| 20. Was open to diversity. | 1 | 2 | 3 | 4 | N/A |
| 21. Was accepted within the institution and integrated with services. | 1 | 2 | 3 | 4 | N/A |
| 22. Provided opportunities for interdisciplinary team functioning. | 1 | 2 | 3 | 4 | N/A |
| 23. Used interdisciplinary instructional resources. | 1 | 2 | 3 | 4 | N/A |
| 24. Adequately mixed the practice of ministry with didactic/other learning opportunities. | 1 | 2 | 3 | 4 | N/A |
| 25. Provided peer group experiences that helped me learn about myself in ministry. | 1 | 2 | 3 | 4 | N/A |
| 26. Influenced the direction of my ministry. | 1 | 2 | 3 | 4 | N/A |
| 27. Offered opportunities to pursue theory and practice of a pastoral specialty. | 1 | 2 | 3 | 4 | N/A |

QUALITY OF SUPERVISION

- | | | | | | |
|---|---|---|---|---|-----|
| 28. Individual supervision was effective for me in this unit of CPE . | 1 | 2 | 3 | 4 | N/A |
| 29. Group supervision was effective for me in this unit of CPE . | 1 | 2 | 3 | 4 | N/A |
| 30. My supervisor assisted my pastoral function and reflection. | 1 | 2 | 3 | 4 | N/A |
| 31. My supervisor helped me use the teaching/learning contract effectively. | 1 | 2 | 3 | 4 | N/A |
| 32. My supervisor's behavior was professional at all times. | 1 | 2 | 3 | 4 | N/A |
| 33. Using a separate sheet, comment about your supervisor's strengths and weaknesses as a pastoral educator, based on your experience in this program. Add any additional comments about your supervisor , the program unit and/or your experience in the program | | | | | |

Name (optional) _____ Date _____

*** This form is required to be completed by all students supervised by a Supervisory Candidate or Associate Supervisor.**

APPENDIX 5

CONSENT FORM

I, _____, understand that
Student

_____ will use my written
Supervisor in supervisory education

evaluation, this supervisor's written evaluation of me, video or audio tapes, and other clinical material (which may identify me) which is pertinent to this supervisor's process toward **certification** as an **ACPE Supervisor**. I understand that this use is solely for purposes of this supervisor's professional development and **certification**. I understand that my materials may be read, heard or viewed, and discussed by this supervisor's professional colleagues as they assess this supervisor's professional development and competence as a CPE **supervisor**. And I understand that if I do not grant permission for my identity to be revealed, my materials will be used with a pseudonym in place of my name wherever it appears.

I **GRANT** permission _____

I **DO NOT GRANT** permission _____

I further understand that when the material has served this stated purpose, it will be destroyed (unless I grant further permission for it to be retained in the ACPE Archives for use by qualified researchers).

I **GRANT** permission _____

I **DO NOT GRANT** permission _____

Signature Date

APPENDIX 6

CANDIDATE FEEDBACK TO CERTIFICATION COMMISSION

As part of its on-going evaluation of the **certification** process, the Commission requests feedback from candidates about their experience meeting with review committees. Following the meeting with a review committee or the Commission, **please complete and submit** this form to: **Certification** Commission Chair, c/o ACPE, 1549 Clairmont, Suite 103, Atlanta, GA 30033.

1. How did you feel about the interaction between you and the committee, e.g. how you engaged the committee and their response to you?

2. What was your reaction to the **presenter's** report?

3. What was your reaction to how the **presenter's** report was used in the meeting?

4. How was preparing your materials useful to you?

5. How effectively did the sub-committee use your materials in the meeting?

6. How do you view the committee/Commission decision/recommendations?

7. Please give feedback on the committee/Commission process and interaction.

Attach additional comments on a separate sheet of paper.

APPENDIX 7

APPEAL OF NEGATIVE CERTIFICATION DECISIONS

Note: all time frames are understood to refer to calendar days.

I. Policy

- A. Publication of decisions -- Decisions to deny **certification** are not effective or published until time for **appeal** has lapsed or until the **appeal** process is concluded, whichever applies.
- B. Records maintenance -- When a negative **certification** decision is rendered, the reviewing committee or Commission retains all materials submitted by the appellant until time for **appeal** has lapsed.
- C. Burden of proof -- The appellant bears the burden of proof to establish the basis of the **appeal**. 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.
- D. Scope of **appeal** panel consideration -- The **appeal** panel may only consider material from the record on which the negative decision is based; the panel has no authority over validity or appropriateness of ACPE standards or procedures implementing the standards.
- E. Appearance at hearing -- If an **appeal** panel hearing is convened:
- appellants may bring a support person who may advise them, but not address the panel directly.
 - at the discretion of the entity or at the request of the panel, a representative of the entity that rendered the negative decision may also appear. That representative may be the process recorder, who is able to interpret the notes from the meeting at which the committee/subcommittee rendered the decision.
 - at the discretion of the panel, the appellant and entity representative may be heard at separate times.
- F Final ruling -- The ruling of the **appeal** panel is final and binding for ACPE. See Section II, I. and K. following.
- G. Responsibility for costs of **appeals**
1. The appellant(s) is responsible for all costs for expenses related to initiating/presenting the **appeal**, including travel for consultation and/or hearing. See also Section I, I.2.c. following.

APPENDIX 7 (cont'd)

2. ACPE/region

- a. Costs for consultant, panel, Commission/committee representative:
 - ACPE is responsible for costs associated with decisions made originally by the Commission.
 - The region is responsible for costs associated with decisions made originally by a regional committee.
- b. Consultation related to a national **appeal** and incurring expense for ACPE may be initiated by the Commission chair in consultation with the ACPE Executive Director; consultation related to a regional **appeal** must be authorized by the ACPE Executive Director or regional director.
- c. Costs for necessary legal consultation to ACPE with ACPE designated attorneys are born by the entity whose decision is being appealed.
- d. ACPE is not responsible for unauthorized consultation services.

H Appeal pool

1. The **appeal** pool is composed of five members from each ACPE region and others at the discretion of the ACPE Executive Director. The **appeal** consultant and **appeal** panel are selected from this pool.
2. Criteria:
 - a. **ACPE Supervisors**, cognate group members and representatives of other disciplines;
 - b. expertise in **certification**;
 - c. knowledge of ACPE standards; and
 - d. free of any conflict of interest, including: ACPE Board, officer or Executive Director; regional director or officer; participant in national or regional **certification** activities at the time of the decision being appealed.
3. Selection
 - a. Each region annually selects five qualified persons, attentive to multi-cultural and gender representation, from the region for the pool.
 - b. Regional directors submit names of these persons by December 15 for the following year.

I. Recording hearings

1. No audio or audiovisual recording of a hearing is allowed.
2. Appellants may obtain a stenographic recording of their or their representative's appearance before the panel:
 - a. The request must be made in writing to the ACPE Executive Director at least 15 days prior to the date of the scheduled hearing.

APPENDIX 7 (cont'd)

- b. The **appeal** panel selects the stenographer and notifies the appellant of the estimated cost.
- c. The appellant is responsible to the stenographer directly for all costs of such service, including payment for a copy of the transcript for the **appeal** panel.

II Procedure/Time Lines

The time line begins with the Commission's mailing of notice of **certification** action.

- A. Within 30 days, the appellant notifies the ACPE Executive Director in writing, stating ground upon which the **appeal** is based.
- B. Within 21 days of receipt of the intent to **appeal** notice, the ACPE Executive Director:
 - acknowledges receipt of the **appeal**;
 - notifies the appropriate regional director;
 - appoints the **appeal** consultant; and
 - notifies the Commission chair.
- C. Within seven days of appointment, the **appeal** consultant contacts the appellant.
 1. The consultant and the appellant have access to all formal documents, including formal records of the deliberation in which the decision was made.
 2. The consultant, as objective advisor, assists the appellant in exploring **appeal**/clarifying issues, i.e. appropriate grounds for **appeal**, **appeal** process, relevant ACPE standards and/or procedures, documentation for basis for **appeal** and implications of pursuing the **appeal**.
 3. The appellant has the right to continue the **appeal**, regardless of consultation; no record of the consultation can be used in the **appeal** process.
 4. Neither the consultant nor ACPE is responsible for the appellant's decision.
 5. The consultant submits the completed *Appeal Consultation Process Form* (Appendix 8) to the ACPE Executive Director and appropriate regional director.
- D. Within 15 days of the conclusion of the consultation, the appellant who decides to continue the **appeal** process submits written notice to the ACPE Executive Director. The appellant also submits a revised statement if grounds for **appeal** have been clarified or revised during consultation.

APPENDIX 7 (cont'd)

- E. Within 15 days of receipt, the ACPE Executive Director acknowledges receipt of the request for continuation of **appeal** and provides the appellant the **appeal** pool roster.
- F. Within 15 days, the appellant may identify without cause up to three members of the pool who may not be impaneled.
- G. Within 30 days following the appellant's challenges, or no response from the appellant, the ACPE Executive Director, in consultation with the regional director:
1. appoints a three member **appeal** panel who have no personal or professional conflict of interest in the particular **appeal**.
 2. designates one member as panel chair.
 3. establishes the date and place of hearing.
 4. submits to the **appeal** panel the statement of the appellant about the grounds of **appeal** and
 - a. the record of the decision;
 - b. written materials submitted to the committee or Commission by the person seeking **certification**;
 - c. the **presenter's** report;
 - d. the committee/Commission action report; and
 - e. all formal records/documents pertaining to the **certification** decision in question. (ACPE Executive Director also supplies these to the appellant.)
- H. Within 15 days of receiving the record, the appellant may submit to the **appeal** panel documentation citing additional grounds for the **appeal** based on evidence documented in the process. Content is limited to commentary on the written record and may not include new evidence, materials or information developed after the **certification** decision.
- I. Within 14 days the **appeal** panel makes a decision:
1. no basis for the **appeal** in ACPE standards or
 2. to vacate the decision (See II. M following) or
 3. to remand the decision to the Commission for reconsideration or
 4. to conduct a hearing, which is an inquiry rather than adversarial proceeding.

APPENDIX 7 (cont'd)

- J. Within 30 days, if there is to be a hearing, the panel holds a hearing.
- K. Within 21 days following the hearing, the panel submits its finding to the ACPE Executive Director, appropriate committee or the Commission, appropriate regional director, and appellant. The panel may:
1. sustain the decision or
 2. vacate the decision (See II. M) or
 3. remand the decision to the respective committee or the Commission for further action. The panel may provide specific instruction to the appellant or committee/Commission, including waiver of fees, submission of new materials and other matters as befits a just and equitable outcome.
- Note: if more than one decision is involved in the **appeal**, the panel may sustain, vacate or remand one or more decisions and take other action on the remainder.*
- L. Within 30 days following the hearing, the chair of the **appeal** panel consults with the chair of the regional **certification** committee or the Commission to address any procedural issues found not in compliance with ACPE standards or the *Certification Manual*.
- M. Within 30 days of a decision being vacated
1. A five person review panel is convened and includes:
 - a. two members of the **appeal** panel,
 - b. two Commission members, who cannot have been on the original regional **certification** committee/subcommittee, appointed by the Commission chair, and
 - c. one person appointed by the ACPE Executive Director.
 2. Review panel members must not have personal or professional conflict of interest (as in I, H.2.d) and must be unbiased.
 3. The appellant has the right to peremptorily challenge one member of the review panel.
 4. The review panel is authorized to act on behalf of the Commission, including creating reports.
 5. The decision of the review panel is binding.
- N. Within 45 days of formation, the review panel reviews all relevant documents, examines the appellant and makes a decision.
- O. Within seven days, the review panel submits its decision in writing to the ACPE Executive Director, Commission chair and appellant.

APPENDIX 8

**APPEAL OF NEGATIVE CERTIFICATION DECISIONS
CONSULTATION PROCESS FORM**

Instructions

1. Consultant and appealing party sign and date form, indicating completion of the consultation process.
2. Return form with original signatures to:

Executive Director
Association for **Clinical Pastoral Education**, Inc.
1549 Clairmont Road, Suite 103
Atlanta, GA 30033
3. Send a copy of the signed form to the regional director.

Our signatures below confirm we have completed the **appeal** consultation process.

Consultant _____

Date signed _____

Appealing Party _____

Date signed _____