

Supervisory Education Implementation Group

Accepted by the Board on April 2, 2008

The Supervisory Education Redesign Task Group was commissioned by the ACPE Board at its November 2007 meeting and charged with the task of making recommendations to the ACPE Board regarding implementation of elements of the SERC Task Force not set aside by the Board at its Dallas meeting, and regarding specific standards for the accreditation of programs of Supervisory CPE. A summary of the Task Group's final recommendations follows.

Task Group Members

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REPORT OUTLINE

- A. Admission to Supervisory CPE
 - B. Readiness for Supervisory CPE
 - C. Objectives of Supervisory CPE
 - D. Supervisory CPE Curricula
 - 1. Essential Elements of Level I and Level II CPE
 - 2. Supervisory CPE Written Evaluations
 - E. Evaluation formats
 - F. Supervisory Theory Development
 - G. Supervisors of Supervisory CPE Collaboration and Consultation
 - H. "Best Practices" and the sharing of innovation, resources, and materials
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Per the Task Group's review of the remaining recommendations from the SERC Report and our discussions of specific standards for the Accreditation of Supervisory CPE we recommend the Board of the ACPE take the following actions.

A. Regarding Admissions Criteria for Supervisory CPE

SERC recommendation -strengthen admission criteria to supervisory education by defining and clarifying pastoral competency standards and measurements

The Task Group believes that the admission criteria for Supervisory CPE are essentially complete but in need of clarification. It is not clear how a Supervisory CPE program will assess the pastoral competence of persons applying for programs of Supervisory CPE. The application criteria would be enhanced by use of the SCC Common Standards for Chaplains (Adopted by the APC, the NACC, the NAJC, and the CAPPE in 2004) in conjunction with the CPE Level II standard outcomes in assessing that competence in applicants.

Therefore, we recommend the Board:

- 1. The Standards Committee add the SCC Common Standards for Chaplains along with the Outcomes of Level II CPE as a single appendix for partial measurement of the pastoral competence needed for admission to programs of Supervisory CPE.**
- 2. The Standards Committee revises standards 307 re: admission to CPE using the following as guidelines.**
 - a. Revise 307.6.2 to require at least four units of ACPE accredited CPE and an essay demonstrating the competencies of the SCC Common Standards for Chaplains.
 - b. Revise 307.6.3 to require a readiness consultation **before** a student begins the supervision of students. (A student may not supervise students until a readiness committee has been met)
 - c. Revise 307.6.4 to include the word “current” ACPE membership and having sought and received orientation to the formal requirements of Candidacy certification
 - d. Admission to Supervisory CPE is a matter for the accredited program.
- 3. Certification Commission to add the following procedure to the Readiness Consultation for Entering the ACPE Certification Process section 3 guidelines and requirements: “a statement of theology” that uses the guidelines for developing a theology paper found in the materials for candidacy guidelines to be developed by Certification**
 - a. That a theology of pastoral cares paper be part of the materials reviewed at Readiness. The rationale for this stage in the certification process is chiefly concerned with evolving pastoral competence of which ability to use ones theology as the base of ones practice without imposing it is primary.
- 4. The National Office revise the Standard ACPE Application to include in required admission materials for Supervisory CPE applicants, a written statement regarding how s/he has met the Level I and Level II Outcomes and the SCC Common Standards for Chaplains, and how and when she/he plans to meet the formal requirements of Candidacy, including ecclesiastical endorsement.**

B. Readiness for Supervisory CPE – The Pre-Certification Process

SERC recommendation -direct the Certification and Standards Commissions to collaboratively formalize and standardize the “consultation to assess readiness” and change the standards for the Supervisory Candidacy committee to reflect an emphasis on personal and professional integration, putting the emphasis on pastoral functioning at the committee to assess readiness

We recommend the Certification Commission prepare a plan for presentation at the Board’s spring 2009 meeting, to standardize its requirements concerning the consultation on readiness to insure consistency across regions, including the requirement that a readiness consultation be completed before final admission to supervisory CPE.

We recommend that the Board direct the Certification Commission and Standards to define the meaning of observation and co-supervision at this level of certification

We recommend the Certification Commission require the presentation of a theology of pastoral care paper for feedback be part of that consultation for readiness and require the primary supervisor also receive consultation at that time.

We further recommend that the Certification Commission include in its plan establishing the key focus of the consultation on the applicant’s capacity to self-supervise pastoral care.

We recommend the Certification Commission make the Pre-Certification phase of Supervisory Education a function of the Regional Certification Committee. Suggested language as follows:

1. Augment the Pre-Certification process (A4b, p. 11) to include:

- a. **A 3 – 5 page essay articulating the supervisory students’ theological position as regards to a *theology of pastoral care*.**
- b. **Demonstration of adequate *pastoral formation* such that the applicant is able to supervise out of a grounded pastoral identity.**
- c. **Demonstration-of the capacity to *self-supervise* pastoral practice as a basis for supervising the work of others.**
- d. **Clarify in the manual the understanding that the readiness consultation focuses on whether a supervisory student demonstrates sufficient readiness to begin supervising students under supervision. The readiness consultation functions as a marker of this competency.**

2. Create Pre-Certification process item A4d, (p. 11, Certification Manual) to state:

- a. ***Consultation with the primary supervisor. In preparation for the meeting, the primary training supervisor will submit a one-page paper addressing the supervisor’s plans for supervisory education, including an assessment of the student’s learning issues, a theoretical basis for working with the student, the potential strengths and weaknesses of the theory, and any identified areas requiring consultation. This consultation is not a part of the students’ consultation but part of the supervisors’ consultation after the students’ committee appearance.***

3. Request the Certification Commission make the Pre-Certification (Readiness Consultation) process a function of the Regional Certification Committee (process to be defined by Certification Commission) while maintaining its consultative nature.

Recommend that Certification commission clarify in the certification manual the following limits of practice while developing competence in clinical supervision:

- a. Admission to an accredited ACPE program of Supervisory CPE – begins study of clinical supervision conceptually and historically and may begin observing its practice.
- b. After consultation for Readiness – A supervisory student may begin clinical supervisory work under comprehensive observation.
- c. After Certification as a Supervisory Candidate – A Supervisory Student may begin clinical supervisory work under supervision without comprehensive direct observation.
- d. After certification as an Associate Supervisor – The supervisor may begin autonomous supervision of Level I and Level II CPE with encouragement to use consultation.
- e. After certification as ACPE Supervisor – The Supervisor may begin Supervisory CPE after 2 years of Level I and Level II supervision experience. (and under mentorship beginning in 2015)

Recommend that the Certification Commission outline the competencies that are being evaluated at candidacy as related to the outcomes of supervisory education.

Candidacy Clarifications

We recommend that the certification commission clarify that:

- Candidacy serves, as a marker in the process that certify's a supervisory student having developed sufficient competence to supervise a program under supervision.
- Review of theory is the equivalent of a written exam,
- Certification as Associate is the equivalent of oral examination and should mark the formal end of Supervisory Education.

C. Standards for Supervisory CPE

SERC recommendation - A set of Standards for Supervisory Education clearly defining Supervisory expectations concerning required content: Requirements for the supervision of practice and program organizational requirements including: required faculty opportunity for interaction with peers, regular consultation regarding progress, and requirements for direct supervision for supervisory practice by ACPE certified faculty

The key to the development of effective supervisory education programs is a set of clear

objectives and outcomes that are connected to the students' progress through the certification process. While ACPE Standards include supervisory CPE learning outcomes, the standards give no guidance regarding what an accredited supervisory CPE program needs to provide in order to facilitate the supervisory student's ability to meet these outcomes.

The Task Group recommends:

1. Standards Committee to revise standard 308 to set the requirements of a unit of supervisory CPE as follows:

- a. 308 – add the words “*Level I and Level II CPE*” to distinguish them from specific program standards for supervisory CPE
- b. Revise the specific standards for supervisory CPE as follows:
 - 308.9.1 – Add to standard 308.9 to define the parameters of supervisory CPE units **as follows:**
 - i. *A Supervisory CPE program unit is based on a minimum of 100 hours structured learning accompanied by a clinical supervision practicum the total of which would not be less than 400 hours. One half unit of CPE includes a minimum of 60 hours of structured learning and 250 hours of student practicum. The curriculum includes*
 - (1) *The Supervision of the Student's work*
 - (2) *Active participation in a supervisory student peer group*
 - (3) *Active participation in a consortium or in regionally sponsored educational events that promote supervisory development and competence*
 - (4) *Reading/writing of reports, summaries, evaluations, and theory material*
 - (5) *Any individual/independent study related to the curriculum.*
 - ii. **308.9.2** — *A two to three year educational plan that enables a supervisory student to complete a minimum of one and a maximum of four units of supervisory CPE per year*
 - iii. **308.9.3** — *Units of supervisory education will be contiguous with the length of the Level I or II unit being supervised; no more than two units credit per year will be given when not directly supervising Level I or Level II students.*
 - iv. **308.9.4** — *A curriculum plan that fosters the development of supervisory theories, concepts and methodologies*
 - v. **308.9.5** — *A supervisory education curriculum will include a history of ACPE, a bibliography and resource guide sufficient to acquaint the supervisory student with broad perspectives on the theoretical underpinnings of Clinical Pastoral Supervision through the lens of theology and educational psychology, human personality, group theory and supervisory theory.*
 - vi. **308.9.6** — *A relational learning environment that fosters growth in competence as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, CPE program design and implementation,*

and pastoral education. Such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

D. Supervisory CPE Curricula

SERC recommendation - develop a core-training curriculum, to be utilized by every training center

Curriculum is of utmost importance in any educational program and certainly for a program as complex and multi-dimensional as ACPE supervisory education. Having reviewed curricula from several supervisory education programs in the regions, we have found that there is both great variety and, in the best curricula, close attention to the objectives and outcomes of ACPE as well as careful and creative use of the resources of the center or cluster.

We also note the inherent and historical tension in ACPE between the particular authority of the Association and that of the Centers. Moreover, while this occasionally results in centers whose practice is less than optimal, we nevertheless believe that this tension is necessary. We offer the following recommendations regarding Supervisory CPE Curricula.

- 1. We recommend the ACPE accredited supervisory education programs and clusters of supervisory CPE programs retain the responsibility for developing supervisory CPE curricula. Rationale:**
 - a. This is consistent with our tradition in ACPE of keeping the focus of curriculum development tied to the resources and strengths of the individual center, which is in fact the faculty for the program.
 - b. This keeps ACPE as the agency responsible for defining the scope of its standards, ethics, accreditation, and certification authority and evaluating compliance. It retains the autonomy of ACPE accredited programs, accountable to ACPE through accreditation review, to develop and implement curriculum and individual syllabi based on their unique circumstance.
- 2. The Accreditation Commission makes a careful review of Supervisory CPE curricula a stronger part of the five-year and ten-year accreditation review process.**
 - a. This will urge that centers are to keep current with changes in academic fields of education, personality and theology and with changing student, center, pastoral care and ACPE needs
 - b. This will require that accreditation reviewers be trained to review and assess curricula, and that the Accreditation Commission develop resources to assist the commission in determining compliance as well.
- 3. We recommend that the Board establish a standing ACPE curriculum committee charged with:**
 - a. Development of model of supervisory CPE curriculum(s) that provide guidance on how a supervisory education program might organize or structure the learning process of supervisory education

- b. Providing educational resources including workshops and teaching sessions at regional and national conferences
 - c. The curriculum committee be composed of people involved in the education of supervisors and have representation from standards, accreditation, certification, Board of Representatives, and those who are conducting supervisory education.
 - d. We recommend that this committee publish a model curriculum by 2010.
- 4. The Standards Committee and Accreditation Commission designate the theory and practice of the following educational components as essential to all programs of Supervisory CPE: small group clinical seminars, individual supervision, didactic instruction, and small group process sessions for maintaining open peer relationships necessary for ministry feedback. Supervisory CPE students need actual practice in supervising these basic modalities of clinical pastoral education.**
- 5. The Accreditation and Certification Commissions standardize its requirements regarding Supervisory CPE written evaluations, to include at least:**
- a. A description of the provisional supervisor and the context in which the CPE unit was conducted.
 - b. A description and assessment of the individual goals of the supervisor and how they are meeting the outlined curriculum of the center.
 - c. A description and assessment of how the student is deepening his/her theoretical positions with particular note to individual theologians, theorists, or schools of thought.
 - d. A description and assessment of the supervision provided for each student being supervised by the provisional supervisor.
 - e. An assessment of how the student understands his or her personal history and their awareness of how it affects the supervision of others.
 - f. A description of personal and professional learning issues that emerged in the unit.
 - g. An assessment of each of the Outcomes for Supervisory CPE (314-319)

E. CPE Written Evaluation Format and Content

SERC recommendations - standardize formats and develop greater consistency for evaluations at all levels of CPE

In order for supervisory students to develop skills in assessing Level I and Level II student progress, consistent requirements are needed for writing student evaluations applicable to all CPE centers. We recommend:

- 1. Standards Committee to add to Standard 308.8.2 a requirement that supervisors assess the student's progress regarding the learning outcomes for the program in which they are enrolled in a narrative form as well as any grid or numerical appraisal made.**

2. **The Certification Commission to create an accessible format with guidelines for the evaluation of supervisory education for the next manual rewriting schedule that includes a narrative evaluation of the outcomes 314-319, and to update Accreditation Appendix 14 (Guidelines for the Evaluation of Students' CPE Experience) to reflect that mandate.**

F. Supervisory Theory Development

SERC recommendation - Have the Certification Commission conduct an annual review of theory paper feedback forms to assess consistency and professionalism

Create standards and identify best practices and uniform methodologies for theory paper readers, including a standard scoring and feedback form

create standards and uniform methodologies for theory paper readers; recommend that theory paper readers be on certification

The development and writing of supervisory theory and its review and approval remains a bottleneck for supervisory CPE in the ACPE. In order to improve this process we recommend the Board:

1. **The Certification Commission to add definitions of supervisory theory and professional integration to the ACPE Glossary and suggest the following language:**
 - a. **Supervisory theory** – a cohesive set of theological, educational, and psychological principles that guide the practice of clinical pastoral education
 - b. **Professional integration** – facility in bringing together various aspects of one's personal makeup, such as cognition, affect, imagination, and direct observation, in ones personal, pastoral, peer, and supervisory relationships.
 - c. **Clinical Supervision** – Using interpersonal engagement, direct observation, accurate description, and conceptual frameworks, to assist students' development of pastoral identity and ministry.
 - d. **Co-Supervision:** Shared responsibility for clinical supervision with an ACPE Certified Supervisor.
 - e. **Supervisory Observation:** A training supervisor's direct viewing of a student's clinical supervisory work for that student's learning and for the protection of pastoral care students and the person to whom they minister. Supervisory observation can be provided through: 1) the supervisor's physical presence, 2) viewing/listening electronically or through a one-way mirror, 3) comprehensive conjoint analysis of videotapes or 4) examination and feedback of transmitted videoconferences.
 - f. **Supervised Supervision:** The educational process of direct observation, exploration, instruction, feedback, and challenge of clinical supervisory work.
 - g. **Clinical Supervisory Practicum:** The combination of clinical and supervisory work agreed upon in the supervisory students' learning contract.

2. The Certification Commission to revise the wording of guidelines for writing the papers emphasizing the articulation of *theoretical language and perspective*, and reducing self-reference, in writing the theory position papers. We recommend the adoption of the attached language (attachment 1), crafted previously by the original SERC, for final review by Standards and Certification for implementation in the 2010 edition of the ACPE's Certification manual publication, as well as use of the attached graphic.
3. The Certification Commission to augment the theory position paper evaluation grid (in use by theory readers since January 2007), to establish clear statements of the meaning of “Excellent, Good, Adequate, Marginal, and Inadequate” in regard to each of the grid’s 39 assessment categories. We recommend the Certification Commission also:
 - a. Assess the congruence of the evaluation guidelines and grid with the stated guidelines for writing theory papers;
 - b. Conduct an annual review of theory paper feedback forms from students, to assess consistency and professionalism of theory paper approval; and
 - c. **Clarify who “owns” the theory approval process in the interest of improving the orientation, preparation, continuing education, support, and collaboration of the national body of theory paper readers.**
 - d. Establish clear statements of the meaning excellent, good, adequate, marginal and inadequate using language such as:

Key to rating sheet scale: All passing papers should be evaluated adequate to excellent; all unsatisfactory papers should be evaluated inadequate to marginal; all readers should give examples of what they mean by certain judgments.

 - i. **Excellent:** *depth and breadth of sources; unusual consistency between and within papers; unusual personal and professional depth; excellent critical purchase; original synthesis of thought; unusual clarity of style*
 - ii. **Good:** *good depth and breadth of sources; consistency between and within papers; substantial personal and professional depth; critical purchase; clear style*
 - iii. **Adequate:** *depth and breadth of sources; consistency between and within papers; personal and professional depth; critical purchase; clear style*
 - iv. **Marginal:** *needs more depth or breadth of resources; needs more consistency between and within papers; personal and professional deepening needed; critical purchase not proven; confusing/inarticulate style*
 - v. **Inadequate:** *sources too thin and shallow; lack of consistency or too much unexplained conflict between sources; personal and professional shallowness; confusing/inarticulate style*

4. **Direct RANC to require two of the three Certification Commissioners submitted to RANC for consideration and subsequent Board ratification by each region be actively involved in Supervisory Education (or) and have been successful Supervisory Educators. That all Certification Commissioners will be supervisors in good standing for at least two years.**

G. Supervisors of Supervisory CPE Collaboration and Consultation

Board recommendation - The most feedback about needed change is around theory papers and curriculum along with the interpretation of standards. There may be a problem with the competence of the training supervisors.

There are currently no processes for assessing the readiness of ACPE certified supervisors to expand their practice to the conduct of supervisory CPE. There is no provision for their use of mentors in their early practice, or requirements for their continuing education, or the use of consultation whenever engaging in that process. Therefore we recommend that the Board:

The ACPE Standards Committee, in conjunction with the Certification Commission, to develop a new Standard 414 to be implemented in 2015 (available for voluntary use in 2010), that establishes an experience requirement for supervisors entering supervisory education, delineates a process that addresses the need for peer assessment and peer support including the use of supervisor education mentors and the expectations of consultation: The following are suggested requirements.

1. Requires a minimum of two years of experience conducting Level I and Level II CPE as a prerequisite to conducting units of supervisory CPE
2. Delineates a process for peer assessment or consultation regarding the ACPE Supervisors readiness to begin conducting supervisory CPE;
3. Use of a consistent, experienced supervisory educator as mentor for a minimum of two years after beginning to conduct supervisory CPE programs; and
4. Use of regular consultation for all ACPE Supervisors conducting Supervisory CPE.

H. “Best Practices” and the sharing of innovation, resources, and materials

SERC recommendations - identify and distribute examples of best practices in theory paper writing to all supervisors providing supervisory education

In order to promote excellence in theory writing and supervisory practice and to make better use of electronic media in doing so, we recommend **that the Board:**

1. **Appoint a committee to begin in 2010 to identify and publish theory papers that demonstrate excellence in writing concerning content in relation to the theory writing process.**

2. **Certification Commission and Associate Director establish a sub-section on the ACPE website for publication of Position Papers deemed by the Certification Commission, Len Cedarleaf award and the Journal of Reflective Practice as the current best in theory paper writing.**

I. Regarding Certification Commission Functioning

Direct that the Certification Commission work towards greater transparency and consistency by developing methods for process improvement, self-learning and accountability to standards, e.g. videotaping and objective observers.

Provide thorough continuing education to all persons serving in a certification role, with the education structured to promote a certification culture that is transparent, competency-based, learning-driven, and collaborative

Have the Certification Commission conduct an annual review of theory paper feedback forms to assess consistency and professionalism

This task group believes that the certification commission has worked toward greater transparency and increased training for commission members in the past several years. We do not believe there should be external mandates in reference to the above suggestions at this time. We suggest to the board that they consider requesting the Certification Commission Chair report to the board on the continuing educational process at each meeting and to bring to the Board systematic issues in need of attention.

We suggest that Certification immediately create a communication tool that will alert all those in the process when changes to the manual that occur in between the printing cycles.

J. Long Distance Learning

We recommend the Certification Commission, Accreditation Commission, and Standards to address the issue of long distance learning. We strongly encourage this issue to be addressed in the new 2010 standards and manuals and request these groups and the groups already working on this be encouraged by the Board to bring to the process a plan at the next meeting.

K. Concluding thoughts for the Board

We present this implementation plan for the SERC proposal that was accepted in Tampa. We believe we have presented this material in a manner that can be systematically examined, and implemented for the 2010 standard and manual revisions.

There are several questions that remain and we believe should be a continued focus of discussion in the appropriate commissions.

What level of knowledge, skill, and expertise does the ACPE believe is minimally required of a professional Clinical Pastoral Education Supervisor?

(This defines the content of an education and training program)

What do we believe is fundamentally needed to prepare through education and training a person to function at this level?

(This defines the standards and requirements for the programs that educate and train for the profession)

By what methods and criteria do we evaluate graduates of these programs for Certification in our organization?

(Questions about how we do certification in a quality and fair way)

By what process does a professional in our field progress beyond the initial certification and what ever limits we determine appropriate to the newly certified supervisors' practice?

(This defines our expectations and requirements around professional development, continuing education, and what one must have accomplished to advance to more demanding responsibilities in our community.

Theory Paper Recommendations Attachment 1

Theology Paper Recommendations

A theology spirituality position that demonstrates spiritual maturity and acknowledges both human suffering and persons' relationship with a transcendent reality. It articulates a basis for the function of ministry in human care giving and the role of culture in theological formation.

1. What theologian or theological resources inform the theological stance?
2. How does the candidate understand persons as creatures of God, /the holy/ the sacred and/or how does the candidate understand their core spiritual concepts/foundational spirituality.
 - a. How do those understandings inform supervision?
3. How does the candidate critically reflect upon their own religious heritage and their current beliefs/theological practice in relationship to ACPE's culture and mission?
4. How does the candidate think theologically about interpersonal relationships, human suffering, and relationship with the Transcendent
5. How does the candidate understand the interplay between the candidate's cultural context and theological formation?

Personality Paper Recommendations

A theory demonstrates an understanding of personality and human development that is capable of guiding supervisory practice.

1. Which primarily theories/theorists inform the writers understanding of human personality and development (e.g. psychodynamic theory, narrative theory, cognitive behavioral, dialectical-behavioral, etc.)
2. How do these theories inform supervisory assessment, goals, strategies, and interventions?
3. How are the aspects of a persons cultural identity development (Such as age, gender and sexual orientation) integral parts of understanding personality development.

Education Paper Recommendations

A theory of how people learn individually, dialogically, and in small groups and how a

clinical education process can enhance that learning.

1. What educational theory guides the candidate's goals and decision making in supervisory practice.
 - a. How do people learn individually, dialogically, and in groups?
 - b. What is the clinical method of learning and how do people learn by it/why is it essential?
2. How does culture influence the educational process?
3. What theory of group dynamics informs you supervision/education?
 - a. Why use a group model of education?
4. How and why does the supervisor assess students' profess and ministry work.

How does one's theory inform the writing of evaluations?

APPENDIX 14

GUIDELINES FOR EVALUATION OF STUDENTS' CPE EXPERIENCE ACPE Standard 308.8

Purpose

The ACPE Standard 308.8 requires that “final evaluations [be] written by the student and supervisor.” Evaluation is an ongoing element of process education and may take various forms, be conducted with a variety of persons, occur at many and varied times, and serve several purposes. The following guidelines apply to the preparation of the supervisor’s final evaluation of students in CPE and Supervisory CPE.

The supervisors written evaluation should at minimum cover the following:

- Identification of and evaluation of the student's progress related to the individualized contract and learning goals.
- Discussion of learning issues that have emerged in the course of the CPE experience and progress made.
- Narrative evaluation of the student’s progress as regards to each of the outcomes of the CPE **program** – CPE (Level I/Level II) or Supervisory CPE program unit completed.

The supervisor's final written evaluation meets the following guidelines:

- Identifies the student, supervisor, center, **program** of CPE, date of unit, and preparer of the document.
- Is of professional quality both in clarity of thought and style of preparation and presentation.
- Is available to the student in a timely manner. A signed copy must be given to the student within 45 calendar days of the end of the unit. ACPE 308.0.1
- Respects the confidentiality of the student, peers and persons to whom the student ministered.
- Final evaluation of a student in CPE shall not be given to anyone without the written permission and direction of the student, except as noted in Appendix 12 Guidelines for Student Records.
- Includes a statement signed by the student and supervisor that the student has read and discussed the evaluation with the supervisor.
- The supervisor and the student sign and date both the student and supervisor’s evaluation upon completion.

Students may attach an addendum to the supervisor’s evaluation.

The student’s evaluation of the unit of CPE is not synonymous with Sample *CPE Program Evaluation*, Appendix 6. This form is useful in gathering student feedback for program evaluation.

Note: Students in supervisory education are required to have their students complete the *CPE Program Evaluation* form found in the *ACPE Certification Manual*, Appendix 4.

Attachment 3 - Our Task -From the Fall 2007 ACPE Board meeting

Supervisory Education Re-visioning Committee (Post SERC) –The Board Task Group on Supervision wants to acknowledge the substantial work done by many people over the past years especially the time and energy of the current writing group. The task group does not believe the organization is ready to adopt the changes in the certification process at this time. SERC has been meeting several times a month by conference call since the Tampa 2006 meeting, where the Board received the initial report. However, the task force believes that the first steps to making the Tampa plan operational would be to implement the theory paper process enhancements, core curriculum components and certification commission support and then certification process changes. Given that we are having very successful candidates (such as 15 out of 16 passing committees at this meeting), it seems that we do not need to change the certification process. The most feedback about needed change is around theory papers and curriculum along with the interpretation of standards. There may be a problem with the competence of the training supervisors.

Motion # 33 Supervisory Education Redesign Committee Proposal

Not to adopt the current redesign proposal of the Certification process at this time.

To request an operational plan of all components of the adopted Supervisory Education Task Force Report presented at the Tampa Board Meeting and to include:

- a. A set of Standards for Supervisory Education clearly defining Supervisory expectations concerning required content:
 - i. Requirements for the supervision of practice
 - ii. Program organizational requirements including:
 1. Required faculty opportunity for interaction with peers
 2. Regular consultation regarding progress
 3. Requirements for direct supervision for supervisory practice by ACPE certified faculty

Recommendations to be implemented

from THE ACPE PRESIDENTIAL TASK GROUP ON TRAINING AND CERTIFICATION

Regarding Supervisory Education and Curricula, we recommend that ACPE:

- Strengthen admission criteria to supervisory education by defining and clarifying pastoral competency standards and measurements.
- Direct the Certification and Standards Commissions to collaboratively formalize and standardize the “consultation to assess readiness.” Develop a core-training curriculum, to be utilized by every training center.
- Standardize formats and develop greater consistency for evaluations at all levels of CPE.

Regarding Theory Papers, we recommend that ACPE:

- Identify and distribute examples of best practices in theory paper writing to all supervisors providing supervisory education. (We appreciate the model in use by the Pacific Region of posting exemplary papers on the regional website).
- Change the standards for the theology paper to better reflect spiritual integration amidst theological and cultural diversity, to include core spiritual concepts and desired outcomes in CPE students.
- Change the standards for the personality paper to better reflect concepts of human development identified in the core supervisory curriculum, including theories of shame and anxiety, psycho-dynamic theory, narrative theory, cognitive-behavioral and dialectical-behavioral theories, etc.
- Change the education paper to focus on a theory for teaching and enhancing human learning and on personal and professional integration and development as professionals in ministry.

Require that the theology paper be included in papers required for Supervisory Candidacy, to be read and evaluated by the regional certification review team (CRT). [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Require that the personality and education theory papers be submitted along with other required papers to the members of the Certification Commission CRT who will assess the candidate’s competency in the appearance requesting certification as ACPE Supervisor. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Require that all written material, including the two theory papers, be submitted five months prior to the scheduled Certification Commission appearance date; that one month be given to the committee to assess the materials according to a scoring grid (adapted from CAPPE); that the results of the scoring grid be provided to the

candidate, including specific recommendations for satisfying the standards; that, if necessary, the candidate be given sixty days for a re-write and re-submission of papers; that the committee again have one month to assess the materials, and that, if the papers do not meet standards upon second submission, the appearance before the Certification Commission be canceled. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

- Create standards and identify best practices and uniform methodologies for theory paper readers, including a standard scoring and feedback form.
- Have the Certification Commission conduct an annual review of theory paper feedback forms to assess consistency and professionalism.

Regarding Certification, we recommend that ACPE:

- Change the standards for the Supervisory Candidacy committee to reflect an emphasis on personal and professional integration, putting the emphasis on pastoral functioning at the committee to assess readiness.

Eliminate the Associate Supervisor level, effectively reducing the certification process by one step. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Require a defined peer review for all new supervisors two years following certification, details, and accountabilities to be developed by the Certification Commission. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Embrace the model of the Certification Pilot Project to provide consistency of membership and a component of feedback and mentoring to the certification process. This would mean that the Supervisory Candidate committee appearance would become a function of the national Certification Commission rather than the regional committee. It would also mean that the membership of the Certification CRT would remain stable for both the Candidate and the ACPE Supervisor appearances. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Have all materials submitted to a “verifier” in the national office as a first step in the committee process. Require verification of prerequisites and required materials before convening a CRT. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Utilize a grid scoring system (yet to be developed) for all written materials submitted to the Certification Commission, have the members of the certification CRTs read all materials, and eliminate the presenter’s report. Materials would be “scored” individually, then scores would be collated and consensus developed among all three readers via a telephone conference. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Downsize the Certification Commission CRTs to three members, one of whom would represent the regional certification committee. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Seek to have the majority of members of the Certification Commission be persons who have provided or are providing supervisory education. Moreover, seek to maintain rich diversity and cultural and ethnic representation on the Commission.

Have the *consultation to assess readiness* and all candidacy extension committees become a function of the regional certification committee, with details to be developed by the Certification Commission. Have regional CRTs downsized to three members. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

- Provide thorough continuing education to all persons serving in a certification role, with the education structured to promote a certification culture that is transparent, competency-based, learning-driven, and collaborative.

Direct that each new certifier sit in on at least two CRTs as an observer before actually serving in a certification role. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

- Direct that the Certification Commission work towards greater transparency and consistency by developing methods for process improvement, self-learning and accountability to standards, e.g. videotaping and objective observers.

Provide the option of having students meet the Certification Commission CRT for Candidacy at their home institution or worksite; have the institution pay the first \$1250 of the CRT's expenses. [The Board voted to not move forward with the changes in certification, thus this suggestion is not relevant at this time and we did not deal with it.]

Three theory positions that are supported by published theorists and are capable of grounding a practice of clinical pastoral supervision.

A **theology** position that demonstrates spiritual maturity and acknowledges both human suffering and persons' relationship with a transcendent reality. It articulates a basis for the function of ministry in human care giving and the role of culture in theological formation.

A theory that demonstrates an understanding of **personality** and human development that is capable of guiding supervisory assessment, goals, strategies and interventions. It includes articulation of how a supervisor's own cultural development affects supervisory relationships.

A theory of how people learn individually, dialogically, and in small groups and how a **clinical education** process can enhance that learning. The theory articulates how group dynamics, cultural formation, peer engagement, and written evaluations contribute to formation of pastoral identity and the acquisition of ministry skills.

ACPE Written Theory