


# Behavioral Outcomes of Supervisory CPE


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This study seeks to further  
develop a theory  
for providing quality  
ACPE Supervisory Education



# The Need for a Theory for Providing Quality ACPE Supervisory Education

- Certified based on competence supervising Level I and Level II CPE students
- Another level of certification – currently impractical

# Third in Series of Studies for ACPE Supervisory Education

- **Educating CPE Supervisors** *Journal Of Pastoral Care & Counseling*, 2009, 63(3-4)
- **Mutually Engaged Supervisory Processes** *Journal of Pastoral Care & Counseling*, 2012, 66(3)
- These 3 studies come together to form a baseline theory for supervisory education
  - Use MESP processes to develop behaviors
  - Supervisors continue using CPE processes

# Accreditation Council for Graduate Medical Education

- Competencies ‘too theoretical to be practical’ *Journal Of Graduate Medical Education*, 2009;1(1):5-20
- Some medical specialties define Milestones
- Competencies – Milestones – Behaviors for each milestone – Approximate time frames – Evaluation strategies

# Research Method

- Grounded Theory
- Data collected via interview
- Interview question
- Analysis
- Saturation
- Member check

# Coding Team

- Charles Orme-Rogers
- Johnny Bush
- Rod Seeger
- Sheryl Lyndes Stowman
- Judy Ragsdale

# Results

- Study Participants
- Twelve key categories
- Behaviors are not in the order of importance or chronology
- Many of the behaviors are woven in the Candidate's materials, DVD, and committee appearance





# ACPE Competency

## **CONCEPTUAL**

# Behavioral Category

Uses Theory in SES's own way

Behaviors:

- Explains theories in terms understandable to those unfamiliar with the theories
- Explains the theory as he/she has incorporated it into his/her thinking and practice as well as from the theorist's point of view
- Explains different elements of his/her curriculum through the lens of each of his/her theories

# Quote on Showing Use of Theory

“I’m looking for a student who can succinctly articulate key concepts of their theoretical framework...how they use those concepts specifically to assess what the students’ learning needs are and to craft appropriate interventions and then to modify their practice in supervision when an intervention does not go as hoped.”

# Behavioral Category

Assesses CPE students'  
learning needs

Behaviors:

- Assesses CPE students learning needs and gifts using the language of the her/his theories
- Gives an example of educationally assessing a CPE student whose world view is different from his/her own

# Quote on Specific Descriptions

“It’s amazing how, in materials I have read as a supervisor and as a commissioner, people are general in their description. They’re not specific. And they tell people what they’ve done; they don’t show.”

“They have to obtain the delicious details of the encounter...It’s like bringing me into the experience with them.”

# Quote on Evaluations of CPE Students

“I’ll be looking at the Candidate’s evaluation of the CPE students in terms of whether the Candidate identifies their strengths...their growing edges. Does the Candidate really point out, in terms of evaluating a student’s care giving, where they see the strengths and growing edges?”

# Behavioral Category

Describes underlying reasons for behavior

Behaviors:

- Describes the motivation for behavior and dynamics using the language of her/his theories
- Shows how he/she unpacks a dynamic by saying, e.g., what happened, why it happened, and his/her contribution to a dynamic



ACPE Competency

**SUPERVISORY**



# Behavioral Category

Develops individual/group supervisory alliances

Behaviors:

- Focuses relationship with students on the CPE students' education for providing spiritual care
- Teaches students how their developing self-awareness helps them become better spiritual care providers

# Quote on Supervisory Relationship

“The Candidate focused on what she had learned about herself, how that fit with her own theoretical frameworks and how those frameworks helped her understand her own internal dynamics....she said:

*‘Having gone through this myself gave me some empathy and insight into my student with whom I had some real tension and conflict. Here’s how I used my own self, my own identity, and how I used my theoretical frameworks to build, you know, a stronger supervisory alliance with the student.’”*

# Behavioral Category

Guides use of emotion in ministry

Behaviors:

- Describes how he/she guide students to identify their own emotions
- Teaches students to reflect on how the emotion of a patient/congregant impacts the CPE student

# Quote on Guiding CPE Student to Bring New Self-Awareness into Ministry Practice

“I might say, ‘You gave an elegant description of the student’s psychodynamic process and that helped me gain some real insight into the student and the struggles he or she had in the learning process. But I was interested in hearing how that insight helped you to supervise their practice of ministry.’”

# Quote on Guiding CPE Student to Bring New Self-Awareness into Ministry Practice

“I think some of us can get distracted and sort of absorbed in the psychological or the sociological but the bottom line is, is the CPE student developing his or her pastoral identity? Is the CPE student developing his or her competency as a spiritual caregiver?”

Frankly, a lot of Candidates have a hard time articulating that at the Associate level.”

# Behavioral Category

Explores theological and cultural diversity

Behaviors:

- Helps CPE students talk about how their cultures, religions and ethnicities are informing or hindering their understanding of patients/congregants
- Models the importance of respecting different world views

# Quote on Respect for Religious Diversity

“Can the Candidate enter into the world, the liberal Candidate, can they enter into the world of a fundamentalist student and help them articulate a theology at the bedside that is appropriate for them, rather than imposing a more liberal relational point of view upon them?”

Can they use the student’s own meaning making abilities and their rules for meaning making in a way that helps them relate to the other?”



# Quote on Respecting the Student's World View

“I would want them to be helping their students to become much more aware, conscious of the ways in which their world view impacts the manner in which they do spiritual care, especially if they’re in the majority religion.”



# Behavioral Category

Develops spiritual care competencies

Behaviors:

- Helps CPE students articulate what it means for him/her to grow into an identity as a spiritual care provider
- Teaches or helps student develop skills such as providing crisis ministry, and relating professionally with an interdisciplinary team

# Behavioral Category

Facilitates CPE student group reflection

Behaviors:

- Facilitates all CPE students participating in the group
- Teaches the group to engage in connected conversation
- Provides intentional progression of interventions

# Quote on Group Facilitation

“The DVD needs to demonstrate:

- the beginning and the ending of the particular group so that I can see that the Candidate is attending to the formation of that particular session...
- an active but not controlling participation of the Candidate...
- that they have some awareness of the group process and they're not practicing individual supervision in the group process...”



# ACPE Competency

## **COLLEGIAL**

# Behavioral Category

Focuses committee process on certification

Behaviors:

- Takes responsibility for focusing on certification in the committee
- Stops the committee process to reflect when stuck

# Quote on Committee Appearance

“If a Candidate can engage around learning issues in the committee comfortably and take a new idea and pull it up alongside their own theory, and you can kind of see the critical purchase piece happening right there in the committee, that’s very powerful...that’s what you have to do with students...So, if they can do it in a committee with another supervisor, then I’m assuming they will be engaged in doing that with their CPE students as well.”

# Behavioral Category

Expresses relational authority

Behaviors:

- Explains his/her work with a depth of theoretical and experiential understanding that allows for conversation but does not devolve into people-pleasing behavior with committee members
- Uses theory to support or critique her/his actions in supervision rather than using theory as a defense

# Quote on Supervisory Authority

“In sort of like a counterintuitive way, some of being able to demonstrate supervisory authority is being able to talk about what you don’t know and where you struggle and where you’re ambiguous as well as what you do know and what is working.

And I think to do that in a group can be very empowering for the supervisor and also empowering for the student.”





# ACPE Competency

## **INTEGRATION**

# Behavioral Category

Connects theory, practice and personhood

Behaviors:

- Describes how she/he draws on theory, supervisory experience, life story, faith, and respect for diversity to supervise
- Easily describes how theory informs supervisory practice, including assessment, intervention, evaluation, and curriculum

# Quote on Integrated Supervision

“And I would want them to, in their analysis of that group, to be able to say,

*‘When so and so said this, it really touched me deeply and it moved me to a place that - it angered me, and I had to really supervise myself and I had to make use of my theory in order to respond in this way to this person, to this student. And then, I had to go back and reflect upon this.’”*

# Behavioral Category

Commits to continuing to use CPE processes for own development

## Behaviors:

- Describes how her/his supervisory approach is evolving based on work with theory, experience
- Voices a commitment to and a plan for her/his on-going supervisory development

# Limitations

- Behaviors are hard to describe in a way that captures animation – the spirit breathing life into the practice
- Certain questions were not addressed
  - how Candidates include multicultural humility material in their curricula
  - how Candidates help CPE students learn to provide pastoral care for a wide variety of faith traditions and practices

# Implications

- Develop, practice these behaviors as a focus for SES educational processes
- Help Candidates shift the focus from themselves to their students
- Apply self-awareness to practice of ministry (CPE students) and supervision (Candidates)
- Supervisors of SESs continue using CPE practices themselves

# Thanks...!

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Questions? Comments?

Thank you too  
for your interest and attention!