

DRAFT COPY -ACPE Supervisor Certification Competencies - DRAFT COPY

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
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PROFESSIONALISM		
<i>Values and Attributes, Ethics, and Reflective Practice & Self Care</i>		
Values and Attributes:		
<i>Integrity, honesty, accountability, responsibility, relational</i>		
<p>Demonstrates knowledge and adherence to attributes of integrity, honesty, personal responsibility, and accountability.</p> <p>Deports oneself in a manner that reflects conduct and appearance appropriate to the context.</p>		
Ethics		
<p>Demonstrates knowledge of ACPE Standards and Manuals, ACPE Code of Professional Ethics, and APC Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators, and Students.</p> <p>Recognizes situations that challenge adherence to Standards and Ethics.</p> <p>Demonstrates awareness of the need to uphold ethical behavior and protect the welfare of others.</p>	<p>Adheres to ACPE Standards and Code of Professional Ethics.</p> <p>Demonstrates knowledge and application of ethical decision-making processes applicable to context.</p> <p>Acts to understand and safeguard the welfare of others.</p>	<p>Adheres to ACPE Standards and Manuals and ACPE Code of Professional Ethics in practice of supervision/as an educator.</p> <p>Deports oneself in a manner that reflects ethical conduct appropriate to the role and context of a Supervisor/Educator.</p> <p>Engages in broader context to understand and safeguard the welfare of others.</p> <p>Holds others accountable to ethical standards.</p>

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PROFESSIONALISM		
<i>Values and Attributes, Ethics, and Reflective Practice & Self Care</i>		
Reflective Practice & Self-Care		
<p>Displays self-awareness and reflection in spiritual care practice.</p> <p>Ability to utilize educational resources to develop reflectivity.</p> <p>Demonstrates emotional & spiritual maturity.</p>	<p>Ability to utilize reflection to enhance self-awareness, self-assessment, and self-monitoring to evaluate and enhance supervisory practice.</p> <p>Understands and demonstrates the importance of self-care and its use for effective spiritual care and supervisory practice.</p>	<p>Consistently demonstrates self-care/spiritual care/wellness practices.</p> <p>Engages in reflection to evaluate and enhance professional supervisory practice.</p> <p>Demonstrates a broader range of self-awareness, self-assessment, and self-monitoring to evaluate and enhance professional practice.</p> <p>Emotional & spiritual maturity utilized in supervisory practice.</p>

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RELATIONSHIPS & IDENTITY
<i>Relational Abilities, Identity Formation as Educator/Supervisor, and Cultural Awareness/Humility (within educational context)</i>

Relational Abilities		
<p>Demonstrates ability to form, maintain, and bring closure to spiritual care and collegial relationships.</p> <p>Engages and incorporates feedback with minimal defensiveness.</p> <p>Demonstrates awareness of emotional self and the ability to translate awareness into spiritual care action.</p> <p>Communicates beliefs, thoughts, values, and feelings clearly through congruent verbal, non-verbal, and written skills.</p> <p>Respects physical, emotional, and spiritual boundaries in the practice of spiritual care.</p>	<p>Demonstrates a consistent ability to form, maintain, and bring closure to relationships within educational and professional contexts.</p> <p>Demonstrates a non-anxious and non-judgmental stance when engaging differences and managing conflict.</p> <p>Demonstrates attunement to affective experience of care-receivers, students, and peers/colleagues.</p> <p>Demonstrates understanding of how power dynamics influence the forming, maintaining, and ending of relationships within educational and professional contexts.</p>	<p>Demonstrates and chooses appropriately from a range of theoretically informed relational interventions when engaging individuals and groups.</p> <p>Facilitates dialogue and conflict resolution by attending to content and process of communication.</p> <p>Monitors and evaluates the effects of own identities, behaviors, affective experiences, attitudes, values, and beliefs on persons within educational and professional contexts.</p> <p>Recognizes psychological dynamics of projection, parallel process, and differentiation and their impact on supervision.</p>

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RELATIONSHIPS & IDENTITY		
<i>Relational Abilities, Identity Formation as Educator/Supervisor, and Cultural Awareness/Humility (within educational context)</i>		

Identity Formation as Educator/Supervisor		
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<p>Incorporates understanding of personal/cultural development, educational and vocational history, religious/spiritual development, and CPE experience into practice of spiritual care.</p> <p>Demonstrates awareness of self, including strengths, weaknesses, and potential challenges in the educational process.</p> <p>Articulates clear motivation for entering supervisory education.</p>	<p>Articulates an understanding of the educator role that is congruent with their beliefs, attitudes, and personhood.</p> <p>Recognizes how strengths and weaknesses affect one's own learning as well as the teaching of spiritual care, and adapts new behaviors as appropriate.</p> <p>Demonstrates thorough grasp of pastoral identity and ability for educating others in the field of spiritual care.</p>	<p>Articulates an understanding of the educator role as a profession.</p> <p>Demonstrates use of self in creating educational environments that facilitate learners' reflection on and integration of their personal and professional values into the practice of spiritual care.</p>
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Cultural Awareness/Humility		
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<p>Demonstrates understanding of how cultural identities and values affect the offering and receiving of spiritual care.</p> <p>Provides spiritual care that is sensitive to individuals' social, religious, and cultural contexts.</p> <p>Demonstrates knowledge and awareness of how systems and structures impact well-being of individuals and groups.</p> <p>Demonstrates basic knowledge of and sensitivity to ACPE Ethics as they apply to CPE supervision.</p>	<p>Demonstrates awareness of how culture affects professional identity, the supervisory relationship, and students' learning.</p> <p>Demonstrates awareness of the influence cultural self has on supervisory goals, assessments, and interventions.</p> <p>Seeks clarification when negotiating differences and adjusts teaching methods as appropriate.</p> <p>Applies knowledge, sensitivity, and understanding regarding ACPE Ethics issues to work effectively with diverse learners.</p>	<p>Exhibits ability to self-reflect and self-critique around cultural biases and incorporates insights into appropriate supervisory strategies.</p> <p>Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work.</p>
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EDUCATION		
<i>Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation</i>		
Curriculum Development		
<p>Expresses an interest in curriculum development.</p>	<p>Demonstrate the ability to analyze the present curriculum to identify strengths, weaknesses, omissions and/or problems.</p> <p>Demonstrates the ability to use the techniques of analysis, design, selection, formation and review to develop curriculum in the educational context.</p> <p>Promotes flexibility and encourages experimentation and innovation within the educational context.</p>	<p>Establishes a clear philosophy, theory and overarching goals that guide the entire curriculum.</p> <p>Promotes interdisciplinary approaches and the integration of curricula when appropriate.</p> <p>Demonstrates the use of feedback to examine and assess the achievement of the program's goals and objectives to identify best practices and continuous improvement through curriculum revisions as needed.</p>
Teaching Skills		
<p>Demonstrates an awareness and clinical skill to support spiritual/professional functioning.</p> <p>Exhibits the ability to mentor students on pastoral/professional functioning.</p> <p>Demonstrates ability to instruct other learners or professionals.</p>	<p>Demonstrates and utilizes an awareness of theories of learning and how they enhance and hinder teaching practice in an educational context.</p> <p>Demonstrates an ability to use and model the Action-Reflection-Action Model to others in the educational context.</p> <p>Demonstrates an ability to assess the learning needs and styles of others and apply appropriate teaching methods and interventions.</p>	<p>Demonstrates didactic learning strategies and how to accommodate developmental and individual learning needs and in multiple settings.</p> <p>Implement, facilitate, and instruct others using appropriate teaching interventions.</p>

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EDUCATION		
<i>Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation</i>		
Assessment of Learning		
<p>Demonstrates basic knowledge of spiritual care assessment tools and human development.</p> <p>Assesses the strengths and needs of those served, grounded in a spiritual belief system, behavioral sciences and cultural contexts.</p> <p>Formulates and utilizes spiritual assessments in order to develop, contribute to, and appropriately communicate and met appropriately plans of care.</p> <p>Knows how to proceed with assessment, plan of care, intervention and evaluation of outcomes, based on a few assessment methods</p> <p>Shows appropriate use of the clinical methods to reflect holistically on spiritual well-being.</p> <p>Demonstrates awareness of models of report writing and progress notes</p>	<p>Demonstrates basic knowledge of the theoretical and contextual basis of assessment and interviewing.</p> <p>Demonstrates awareness of the strengths and limitations of assessment during an interview process.</p> <p>Knows how to formulate questions and investigate the level of preparation and readiness for CPE applicants.</p> <p>Applies concepts of how persons learn to identify learning needs and formulate a learning plan in the contest of stages of human development and diversity.</p> <p>Acquiring assessment methods in an educational context to evaluate students' learning needs and individual learning styles.</p> <p>Writes assessments reports and progress notes and communicates assessment findings verbally to supervisor/student.</p>	<p>Independently understands the strengths and limitations of assessment approaches and development of educational planning.</p> <p>Independently selects and implements means of evaluation in ways that are responsive to and respectful of diverse individuals, groups, and context.</p> <p>Shows evidence of cultural competence in assessing students from a variety of socio-cultural and spiritual backgrounds.</p> <p>Shows Mastery of different assessment and interviewing tools as appropriate to a variety of people and sensitive to cultural/spiritual differences.</p> <p>Formulates one's own assessment practice, shows evidence of making use of appropriate educational assessment tools and being able to utilize different assessment methods related to different learning styles.</p> <p>Communicates results in written and verbal form clearly, constructively and accurately in a conceptually appropriate manner.</p>

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EDUCATION <i>Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation</i>

Intervention

<p>Demonstrates a basic understanding of the relationship between assessment and intervention.</p> <p>Articulates a basic understanding of how intervention choices are informed by assessment.</p> <p>Demonstrates helping skills to promote growth and learning of individual, groups and/or organizations.</p>	<p>Formulates and conceptualizes educational strategies, plans, and interventions based on (name the tension of both the student and supervisor) worldview and theories consistent with theoretical position papers orientation and students learning styles.</p> <p>Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting.</p> <p>Ability to co-create and use collaborative learning by using a combination of theories, program elements, outcomes, theories and strategies to help students meet goals and change behaviors in the educational context. (Goals in dialogue with the student and not leading with the learning goals.)</p>	<p>Conceptualizes student cases independently and accurately (to increase the students learning)</p> <p>Uses judgement even in unexpected or difficult situations.</p> <p>Presents rationale for intervention strategy that includes theoretical orientation support.</p>
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Consultation

<p>Demonstrates the ability to initiate and receive feedback and integrate it into ministry practice</p> <p>Demonstrates an understanding of their need for consultation in their clinical context.</p> <p>Demonstrates the ability to learn from peers, recognize relational dynamics, and possess the capacity to establish collaborative and dialogical relationships.</p> <p>Exhibits the ability to empower others to initiate and receive feedback in a clinical consultation.</p>	<p>Demonstrates the ability to consult with peers or other professionals when presented with learning issues and ethical dilemmas.</p> <p>Demonstrates the capacity to use self-supervision as a competence so that personal and relational dynamics are evident by effective collaboration with peers, supervisors, students and other colleagues.</p>	<p>Exhibits the regular use of supervision and peer relationships for support, clarification, and challenge in the practice and development of the art of supervision.</p> <p>Provides support and information as a consultant in professional and educational contexts.</p>
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APPLICATION AND INTEGRATION		
<i>Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation</i>		
Pastoral/Spiritual Care Practice		
<i>provision of care; theological reflection; self-supervision</i>		
<p>Demonstrates ability to provide care as a skillful, empathic and compassionate spiritual caregiver (Level II outcomes fully met)</p> <p>Articulates the connection between the provision of pastoral/ spiritual care and one's spiritual/theological foundation in reference to one's religious heritage and spiritual growth over time</p> <p>Demonstrates self-awareness both in the moment and in subsequent reflection</p>	<p>Extends the ability to provide supervision and care to students in an educational context and to distinguish between the two.</p> <p>Demonstrates the connection between theology and spiritual care from a theoretical and practical viewpoint</p> <p>Knows how to reflect in the here and now and how to adjust the course of one's practice in alignment with one's interior emotional process</p>	<p>Models and teaches how to provide care empathically, respectfully, compassionately and supportively</p> <p>Shows integration of personal theology and spirituality with one's practice of education</p> <p>Is able to teach others how to reflect theologically in the practice of care</p> <p>Integrates self-supervision in the educational process through reflection of personal and interpersonal dynamics</p>
Practice of Supervision		
<i>Clinical Method of Learning; Process Model of Education; Program Design and Implementation</i>		
<p>Demonstrates intellectual and practical understanding of the clinical method of learning (action/reflection/action model)</p> <p>Knows about the process method of education having been the recipient of the CPE process and having reflected about one's learning</p> <p>Has an understanding of the structure of a CPE program and its constituent parts</p>	<p>Uses the clinical method of learning to develop students' ability to reflect on their spiritual care practice and to bring the necessary behavioral and intellectual modification</p> <p>Has achieved a theoretical and practical understanding of the process model of education and is competent to articulate the use of theories of adult education</p> <p>Knows how to build a CPE unit curriculum and can articulate the various core components of a CPE unit from a theoretical and practical viewpoint</p>	<p>Integrates the clinical method of learning with the whole supervisory process and demonstrates the ability to guide students in their own learning trajectory</p> <p>Demonstrates mastery in the process model of education; engages both learning problems and problems about learning to address the various steps of students' learning</p> <p>Demonstrates ability to design and implement the whole process of structuring and leading a CPE unit at Level I or Level II or in a mixed Level I and Level II composition</p>

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APPLICATION AND INTEGRATION		
<i>Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation</i>		
Integration of Theory & Practice		
<i>Use of Self; Conceptual understanding; Articulation of theoretical orientation informing practice</i>		
<p>Demonstrates ability for self-reflection and self-awareness in action</p> <p>Knows the importance of theory for the enhancement of practice in the provision of spiritual care for both individual and group learning</p>	<p>Articulates the use of self in supervisory alliances and practices to enhance connection and interpersonal communication</p> <p>Articulates the process of supervision with the use of observed clinical vignettes and an emerging theoretical foundation</p> <p>Is able to provide one's theological, and educational foundation for supervision, including the use of behavioral sciences to understand context and content in the learning process</p>	<p>Provide an environment in which learning and self-reflection are deepened through use of self</p> <p>Demonstrates congruence between theory and practice of supervision, including an ability to proceed with critical purchase of one's theory and to address resistance to learning</p> <p>Articulates a well-formed theory of supervision for the learning of pastoral/spiritual care in individual and groups</p>

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CONCEPTUALIZATION & THEORIES

Spiritual Care Theology/Philosophy and History

Articulates a theology/philosophy of spiritual care that is integrated with spiritual care practice.	Develops familiarity with several theologies/philosophies of spiritual care for application to supervision	Applies a theological/philosophical framework for spiritual care and clinical pastoral education.
Articulates basic familiarity with the history of ACPE and the pastoral care movement	Appropriates knowledge of ACPE history to inform supervision and teaching	Uses knowledge of ACPE history to address present needs within ACPE, spiritual care and supervisory practice

Supervision and Behavioral Sciences
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Identifies qualities of pastoral/spiritual care supervision that have benefitted one's own learning	Acquires knowledge of theories of supervision from other professional disciplines (e.g. Psychiatry, Social Work, Nursing)	Applies a theory of supervision to practice
Provides examples of the use of behavioral sciences in spiritual care giving	Develops a knowledge of the behavioral sciences that informs educational practice	Demonstrates depth in the use of behavioral sciences for supervision/education

Educational and Personality

Demonstrates awareness of the need for a theoretical foundation for supervisory practice	Completes the core curriculum for educational and personality theory; identifies and presents theories that inform one's supervisory practice	Demonstrates facility in articulating and applying educational and personality theories to supervision

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CONCEPTUALIZATION & THEORIES		
	Systems (Contextual) Theory	
Articulates awareness of the impact of systems and groups on individual persons	Develops a theory that orients supervision beyond individual personal development to the larger (social/group) context ("Living Human Document" and "Living Human Web" or Living Human System")	Demonstrates skill in CPE supervisory leadership that monitors and intervenes on behalf of both individuals and the group
Research Knowledge and Methodology		
Demonstrates basic research literacy and awareness of evidence based practice in spiritual care	Demonstrates basic research literacy and awareness of evidence based practice in education	Articulates and uses research outcomes in education

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LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT		
Organizational Systems		
Articulates understanding of organizational complexity and competing goals	Demonstrates knowledge of how the organizational context of the educational program influences program planning and supervision	Draws upon varied institutional resources within the educational context to enhance programming and supervision
Demonstrates awareness of multi-faceted roles in chaplaincy or pastoral/spiritual care context	Shifts roles in alignment with diverse educational and patient care contexts	
Articulates the importance of and demonstrates ability to navigate interdisciplinary systems to accomplish shared goals for the benefit of care receivers	Demonstrates knowledge of strategies that promote interdisciplinary collaboration and education	Builds interdisciplinary/inter-professional alliances for collaboration across diverse contexts
Management and Administration		
Articulates awareness of leadership and management styles	Articulates approaches to management and leadership that enhance organizational effectiveness appropriate to the educational context	Demonstrates ability to engage in dialogue with management and to support organizational leadership
Articulates basic knowledge of the components of program/division administration	Administers functional aspects of a CPE program	Demonstrates knowledge of administrative functions within a defined organizational context, including budget management, delegation of responsibilities, and daily functioning of work space

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LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT		
Accreditation and ACPE Standards		
Demonstrates basic knowledge of current ACPE Standards and the Common Standards for Professional Chaplains and how to access them	Shows developing ability to apply ACPE Standards to the educational context	Demonstrates initiative and programmatic accountability in adhering to Standards
Demonstrates interest in the accountability of the CPE center to ACPE	Shows initiative in establishing collegial relationships and contributing to the work of the organization at the local ACPE level	Sustains relationships to local and national leadership structures for collegiality and program enhancement
Understands the value of accountability to an accrediting body for quality improvement	Demonstrates knowledge of requirements of CPE Center’s ongoing compliance with Standards	Demonstrates center-wide accountability through timely reporting, fiscal responsibility to ACPE, and compliance with Standards
No expectation at this level	Participates in continuous program evaluation; follows changes in Accreditation Standards	Demonstrates the necessary knowledge of and readiness to assume responsibility for maintaining Accreditation
Continuous Improvement		
Articulates organizational strengths and weaknesses from current and previous spiritual care contexts	Demonstrates an understanding of the ways by which the strengths and weaknesses of a CPE program might be evaluated	Is able to create and utilize assessment tools that assure the ongoing improvement of the CPE program; implements and documents resulting changes
Articulates the role of chaplain/spiritual care giver as a potential change agent	Demonstrates an understanding of the role of a CPE Supervisor as an advocate on behalf of students and spiritual care within the organizational context and for the profession.	