Final Proposal to the Board of Representatives

Certification Reform and Professional Development
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* These titles are suggestions; the task forces did not determine what these should be going forward.
Acknowledgements

The Certification Reform Task Force and the Professional Development Task Force were appointed by ACPE President David Johnson following the May 2014 Annual Conference in Austin, Texas. As the work of each task force got underway, it became clear that the initial time frame of one year would not be sufficient and the timeline was expanded to allow the groups to truly develop something unique and innovative for ACPE. Special thanks to David Johnson for his leadership in establishing the task forces and for understanding that they needed more time to complete their work, which would take them beyond his term as president. Special thanks also to Carlos Bell, the current president of ACPE, for embracing the process begun by his predecessor and for bringing the work of these task forces to the Board.

The proposal that is outlined in the following pages is the result of hundreds of hours of meetings, both in person and on video conference, collaborative work time, and a lot of individual self-reflection. Many people have contributed to this effort and deserve to be recognized for their involvement:

**Certification Reform Task Force**

Mary Stewart Hall, Chair

Mari Chollet
Robin Franklin
Kitty Garlid
Sheila Hammond
Renita Heinzl
Jim Taylor
Doug Watts

**Professional Development Task Force**

Amy Greene, Chair

Earl Cooper
Michelle DeCoste
Bill DeLong
Inba Inbarasu
Don Ledbetter
Judy Ragsdale
Gary Sartain
Cristina Stevens
Sheryl Lyndes Stowman

The outcome of this labor of love is nothing short of a bold, remarkable direction for ACPE. This new and innovative approach to the way we certify our educators and how we maintain professional standards, growth and development for our members will support ACPE as we move forward to the next 50 years!
Letters from the Chairpersons

I begin first by offering a world of thanks to David Johnson and the ACPE Board for the opportunity to serve ACPE as the chair of the Certification Reform Task Force. Second, I am profoundly grateful for my task force mates and for their “yes” to David’s invitation to serve: Mari, Robin, Kitty, Sheilah, Renita, Jim and Doug. Because of their collective wisdom, patience, perseverance, creativity and willingness to struggle, listen and show up week after week, we have together developed an exciting, bold and innovative new approach to the way we “do” certification.

Marc guided us all with much grace and loads of patience and knowledge; we absolutely would not be here without him. The document you have today represents a significant time commitment and the focused energy of many people over a period of almost two years. We have not focused on the core of what happens in certification. The core and content of what we do in the work of certification has not changed. We built upon the competencies that are already in place.

I speak for all of us on the task force in saying that we are excited about the possibilities that are ahead of us in ACPE and particularly in the way we think about and facilitate an optimal environment for learning.

With my investment in the certification process reform and recognizing the need for continuity in the transition process, I am committed to seeing the implementation process through to the end!

Mary Stewart Hall

I echo Mary Stewart’s thanks to David and the Board, as well as to the members of the Professional Development Task Force. Very special thanks also go to Marc for his organizational skill, patience, sense of humor and willingness to keep learning about this strange art we call CPE. There is no question -- we simply would not have a coherent proposal to present without him.

Our committee’s mandate was to look at our Professional Development process and the ongoing requirements following full certification without adding any more certifications. We have done that. What we are proposing is a way of strengthening the ongoing maintenance of competence for our profession by offering more education, resources, support and genuine accountability. This required us to take a hard look at the state of our professional development process, as well as our peer review process. Furthermore, as became clear in our first formative gathering as a team, we realized that we would need to articulate the difference between supervising Level I/Level II and supervising the next generation of supervisors. We came to the deeper understanding that we needed to have a two-track system of ongoing professional development. The result is that we have come up with a process that is more rigorous, but also more rewarding to supervisors and more responsible to our students.

Several months into our respective task forces’ work, Mary Stewart and I began checking in with each other and we found – to our mutual delight – that the work of both teams had much harmony. We were headed in the same direction – to a more solid, but also more fair and life-giving, approach to the improvement of our discipline. It is with great anticipation and hope that we present this proposal to you, and that I express my commitment to seeing the implementation process through to the end!

Amy Greene
Introduction

A New Approach to Certification
As becoming a CPE Supervisor is a developmental process, we believe that the design of the certification process should reflect developmental theory as well.

In this new, innovative approach, evaluation of SESs will be ongoing and will be grounded in clearly articulated competencies that are required to successfully engage in our work. Competency-based learning utilizes systems of instruction, assessment and reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through the process. ¹

A competency-based approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning styles and can lead to optimal student outcomes. By incorporating portfolios and competency based assessments, students will take responsibility for their own learning. The journey towards certification will include formal benchmarks, evaluations and presentations and will be documented through the development of a learning portfolio.

Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed entries. Portfolio assessment gives both educators and students a controlled space to document, review, and analyze content learning. At its best, portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why. These elements enhance the learning experience and the self-understanding of the student as learner.

Supervisory CPE Professional Development
Achieving certification is not the end of the line. Increased rigor and accountability are hallmarks for the new Peer Review process which will be required for all and monitored on a regular basis.

Supervisory CPE Professional Development involves mandatory participation with advanced training that is focused on support and education towards improving skill sets rather than on demonstrating a level of competence. All who aspire to work with SESs have already met the competencies during the Certification process. This process focuses on the ongoing mastery of the art of supervision.

However, meeting the competencies upon certification will no longer be assumed to be a finished product. A major goal of the new Professional Development process is the ongoing maintenance of competence and continued skill development. This will be achieved through an enhanced Peer Review process that allows for peers to participate in the determination of areas for growth and future work. The process will include verification and validation of participation through the National Office.

The process for maintaining one’s eligibility to supervise SESs includes mandatory participation in mentoring groups and presentation of current work to peers for consultation and critique, with an emphasis on resources and curriculum created by CPE Supervisors currently involved in Supervisory CPE through the ACPE Academy.

¹ http://edglossary.org/competency-based-learning/
Key Terms and Definitions

In alphabetical order

Certification Commission Reviewer: The Certification Commission Reviewer is responsible to oversee the process from start to finish to ensure that all the parts connect and work well both individually and together. The Certification Commission Reviewer also works to ensure that the Theory Paper Mentor and Supervisory Peer Group (SPG) Representative fulfill their respective roles in the process. Additionally, the Certification Commission Reviewer leads the team and coordinates the reading of the portfolio and the assessment of competency development throughout the process. Lastly, the Certification Commission Reviewer will participate in the face-to-face, Integration Interview.

Competency Approach: The Competency approach is intended to be a resource for education and training programs in Supervisory CPE and to assist in the development of curriculum and the assessment of students learning outcomes. The Competency approach for certification is designed to evaluate, track, and document the competencies we expect supervisory students to achieve. Applying this system is a step towards establishing a competency-based education and training in CPE Supervision. The competency approach asks us to reconsider the goals and desired outcomes of our programs: what are the components of competent professional practice that we see as essential? What knowledge, skills, attitudes, and behaviors do we see as comprising an effective, competent emerging supervisor in our programs? The competency approach is intended as an aid to help programs realize these goals.

In the *AMA Journal of Ethics*, Epstein and Hundert write, “Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflections, in daily practice for the benefit of the individual and community being served.” In their book, Falender and Shafranske offer, “We posit that the practice of supervision involves identifiable competencies, which can be learned and in turn promote the supervisee’s clinical competence through the integration and application of specific knowledge, skills, attitudes and values.” There are five cluster competency areas that have been developed from the existing Supervisory Outcomes: Professionalism; Relationships and Identity; Conceptualization and Theories; Application and Integration; and Systems and Organizations.

Integration Interview: When all competencies have been met, the aspirant is invited to the Integration Interview where the focus is on the holistic integration of theory and practice, collegial competence and the welcoming of a new colleague. This will be an in-person interview and will include a majority of people who have been substantively involved with the student’s process, as well as at least one Certification Commission member who has not. The decision to certify must be unanimous.

National Core Curriculum: The National Core Curriculum is designed to provide a consistent baseline of knowledge and information for those in the SES process. Recognizing that it “takes a village” to best educate a supervisor, the National Core Curriculum will draw from a variety of sources and content area experts. The curriculum is comprised of webinars, classes, group learning experiences and video presentations that will each require an assessment/evaluation/quiz to grant completion. The National Core Curriculum is the jumping off point—supervisors at the local center are expected to build upon this with their individual SESs.

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3 Falender & Shafranske, 2004 Clinical Supervision: a Competency Based Approach
**National Faculty:** National Faculty are Certified Supervisors who agree to engage in a process of ongoing professional development and who are recognized by their peers, through the peer review process, as having committed to continuing professional education in their work with SESs.

**Phase 1:** The first part of the Certification process focuses on the acquisition of knowledge. SESs during this phase of the process will gain conceptual competence and learn theories related to the work of supervision and includes observation followed by participation in the supervision of a Level I/Level II student group with an ACPE Supervisor present (evolving to co-supervision). This phase includes the National Core Curriculum, the writing of Theory Papers and a formal review to indicate the aspirant’s ability to move to Phase 2.

**Phase 2:** The second part of the Certification process focuses on the integration of theory, practice and supervisory identity formation fostering the evolution and application of theories. During Phase 2, SESs will transition from participation in CPE supervision to progressive autonomy, supervising a minimum of 2 units without co-supervision, writing an executive summary of the application of theory, giving an oral presentation on their theories and ultimately (when all competencies have been met) participating in the Integration Interview.

**Portfolio:** The portfolio will be an electronic set of documents that will serve as a guide to and a record of the aspirant's journey and work. In addition, it will serve as the foundation for each person's Professional Development journey and Peer Review process. Items in the portfolio include (but are not limited to) media presentations, all papers/reflections written throughout the process, rubrics illustrating the attainment of the competencies, evaluations, recommendations and ACPE Academy module reflections.

**Primary Supervisor:** The Primary Supervisor is the local training supervisor at the Center level. In order to work with SESs, the Primary Supervisor is required to be part of the National Faculty.

**Regional Supervisor Representative:** The Regional Supervisor Representative is a member of the National Faculty who is chosen by the SES and Primary Supervisor to present the competencies development of the SES. The Regional Supervisor Representative will be a participant in the SES’ local/regional Supervisory Peer Group (SPG). The Regional Supervisor Representative will participate in the assessment of competencies at the end of Phase I and end of Phase II for the Portfolio and will also participate in the Integration Interview. The Regional Supervisor Representative will also write progress notes helping to identify ongoing learning needs for the SES.

**Theory Paper Mentor:** The Theory Paper Mentor is a member of the National Faculty and serves as the leader of the Theory Paper Reading Team (see below). The Theory Paper Mentor works with the SES throughout the theory papers writing and submission process. The Theory Paper Mentor, in conjunction with the Theory Paper Reading Team, assesses the competencies in Section III: Conceptualization & Theories and Section IV: Application & Integration. The Theory Paper Mentor will also participate in the Integration Interview.

**Theory Paper Reading Team:** The Theory Paper Reading Team is a 3 person team comprised of the Theory Paper Mentor and two other individuals. The team will read and evaluate all theory position papers. In conjunction with the Theory Paper Mentor, the team assesses the competencies in Section III: Conceptualization & Theories and Section IV: Application & Integration.
Overview of the Certification Process

I. Admissions Process

II. Projected timeframe for a full time SES:

- **Phase 1** will take between one and two years
- **Phase 2** will take between one and two years
- Continuation beyond the 2 year timeframe in either phase requires Certification Commission approval
- Part time students and training centers that only offer extended units SES will necessitate the creation of an individualized educational plan
- Students who, in the opinion of the Commission Reviewer in consultation with the Primary Supervisor and the Regional Supervisor Representatives, are not adequately progressing, may be counseled out of the process at any time.

III. Key Programmatic Components

A. National Core Curriculum
   The National Core Curriculum is completed entirely within **Phase I** of the process. After completing the National Core Curriculum, the SES will be assigned a *Theory Paper Mentor* and a cohort group through which they will work on their *Theory Papers*.

B. Week-long Residency
   The week-long residency program will be designed to build upon the basic and introductory modules presented in the National Core Curriculum for **Phase I**. The SESs who successfully complete the National Core Curriculum modules will attend an interactive working session in the ACPE National Office where they will present their theology papers, distill their learning about theories from the modules and identify aspects of their own experience (personal and professional) that point to particular theorists. The week-long program may also include a presentation(s) by outside content experts, ACPE National Faculty or a recognized speaker. The opportunity to gather together for this residency at the ACPE office is also an opportunity to become familiar with the national office environment, with personnel and processes. The implementation team will be tasked with determining time of year and choices based on available funding.

C. Competency Based Assessment
   A goal of the ACPE Certification Process and Supervisory CPE centers is to produce CPE supervisors who are competent to provide effective professional services and who strive for excellence in their professional work. The competency approach is intended as an aid to help programs realize this goal and as a means to evaluate readiness to enter practice. The Competencies for Supervisory CPE delineate core competencies for professional CPE Supervision that SESs will develop during their educational training.
The Admissions Process

Background

- To be accepted into an SES program, aspirants must demonstrate significant pastoral and conceptual competence as evidenced by attainment/completion of Level I and Level II Outcomes. Entry into the formal certification process requires:
  
  o successful completion of at least four units of CPE Level I/Level II AND
  o demonstration of competence in each of the CPE Level I/Level II outcomes attested to either by attaining chaplaincy certification through an ACPE-recognized organization or by one’s CPE supervisor in the student’s final evaluation.

- The Admissions process is up to the discretion of the individual center, but admissions policies and practices must include the following:
  
  ✓ Applicants must meet the criteria outlined in Standard 403.
  ✓ Face-to-Face Interview
    - The interview must include at least one person from the Regional Certification Committee- can join virtually
  ✓ Statement of a Theology of Pastoral/Spiritual Care
  ✓ Demonstrated Understanding and Practice of Multicultural Awareness
  ✓ Assessment of Potential as an Educator

- A Competency Assessment may be conducted by centers at Admission to assess the applicant’s readiness to enter Supervisory CPE and/or identify areas that will need to be addressed in the educational plan.

Process

1. SES applies to a center that is accredited for Supervisory CPE and employs a supervisor who is part of the National Faculty.
2. Upon confirmation of enrollment, the National Office will send an email with information about the Supervisory CPE core curriculum requirements/rubrics (webinars, classes, etc.)
3. A Certification Commission Reviewer is assigned to the enrolled SES
4. Together, the SES and the Primary Supervisor choose a Regional Supervisor Representative
Competencies for Certification

The Competency Approach and Evaluation for Certification was adapted from the APA Competency Benchmark Initiatives

By the end of the process (Integration interview), SESs will have demonstrated the capacity for independent functioning in each of the areas listed below.

**Legend:** Webinars (in blue) and Video presentations (in pink)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TEACHING</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONAL COMPETENCIES:</strong></td>
<td><strong>Refers to who supervisors are</strong></td>
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<tr>
<td>Foundational competencies assess the knowledge, skills, attitudes, and values that serve as the foundation for the functions a supervisor/educator is expected to carry out.</td>
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<tr>
<td><strong>I. Professionalism</strong></td>
<td><strong>Modality and Where it is taught</strong></td>
<td><strong>Where it is evaluated?</strong></td>
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<tr>
<td><strong>(Standards 403, 404, 407, 315)</strong></td>
<td><strong>Mode</strong></td>
<td></td>
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<tr>
<td>1. Professional Values and Attitudes</td>
<td>Written presentation</td>
<td>Portfolio:</td>
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<tr>
<td></td>
<td>Webinar Quiz/Reflection</td>
<td>SES Materials</td>
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<td></td>
<td>Center &amp; National level</td>
<td>Certification Reviewer’s Report</td>
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<td></td>
<td>Cultural Competence <strong>Webinar</strong></td>
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<tr>
<td>2. Individual and Cultural Diversity</td>
<td>Webinar Quiz/Reflection</td>
<td>Portfolio:</td>
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<td></td>
<td>Cultural Competence <strong>Webinar</strong></td>
<td>SES Materials</td>
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<td></td>
<td>Expert Lectures</td>
<td>Certification Reviewer’s Report</td>
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<td>3. Ethical, Legal Standards and Policy</td>
<td>Webinar Quiz/Reflection</td>
<td>Portfolio:</td>
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<td>Ethical, Legal, Policy <strong>Webinar</strong></td>
<td>SES Materials</td>
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<td>Certification Reviewer’s Report</td>
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<td>4. Reflective Practice/Self-Assessment/Self-Care</td>
<td>Written presentation</td>
<td>Portfolio:</td>
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<td></td>
<td>Webinar Quiz/Reflection</td>
<td>SES Materials</td>
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<td>Face-to-face Engagement Video</td>
<td>SPG Representative’s Report</td>
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<td></td>
<td>Center level</td>
<td>Certification Reviewer’s Report</td>
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<td></td>
<td>Wellness <strong>Webinar</strong> (Self-care)</td>
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<tr>
<td><strong>II. Relationships &amp; Identity</strong></td>
<td><strong>Modality and Where it is taught</strong></td>
<td><strong>Where it is evaluated?</strong></td>
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<tr>
<td><strong>(Standards 404, 315)</strong></td>
<td><strong>Mode</strong></td>
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<td>5. Relationships</td>
<td>Written presentation</td>
<td>Portfolio:</td>
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<td></td>
<td>Face-to-face Engagement</td>
<td>SES Materials</td>
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<td></td>
<td>Center level</td>
<td>SPG Representative’s Report</td>
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<td>SPG</td>
<td>Certification Reviewer’s Report</td>
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<td>6. Identity Formation</td>
<td>Written presentation</td>
<td>Portfolio:</td>
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<td></td>
<td>Face-to-face Engagement</td>
<td>SES Materials</td>
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<td>Center level</td>
<td>SPG Representative’s Report</td>
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<td>SPG</td>
<td>Certification Reviewer’s Report</td>
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<tr>
<td>III. Conceptualization &amp; Theories</td>
<td>Modality and Where it is taught</td>
<td>Where it is evaluated?</td>
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<td><strong>7. Spiritual Care Theory, History, and Theology</strong></td>
<td>Written presentation Webinar Quiz/Reflection Center &amp; National level <strong>Spiritual Care T.H.T. Webinar</strong></td>
<td><strong>Portfolio:</strong> SES Materials Theory Papers Mentor’s Report Certification Reviewer’s Report</td>
</tr>
<tr>
<td><strong>10. CPE Supervision</strong></td>
<td>Written Presentation Face-to-face Engagement Center Level</td>
<td><strong>Portfolio:</strong> SES Materials Theory Papers Mentor’s Report Certification Reviewer’s Report</td>
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### IV. Application & Integration
*(Standards 406, 317, 318)*

<table>
<thead>
<tr>
<th>Modality and Where it is taught</th>
<th>Where it is evaluated?</th>
<th>Who is evaluating?</th>
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</table>
| **12. Practice of Supervision** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Mentor  
Phase 2 Integration interview |
| **13. Pastoral/Spiritual Care Practices** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Mentor  
Phase 2 Integration interview |
| **14. Integration of Theory and Practice** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Readers  
Phase 2 Integration interview |
| **15. Assessment** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Mentor  
Phase 2 Integration interview |
| **16. Intervention** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Mentor  
Phase 2 Integration interview |
| **17. Consultation** | **Portfolio:** SES Materials  
SPG Representative’s Report  
Certification Reviewer’s Report  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Theory Paper Mentor  
Phase 2 Integration interview |

### V. Systems & Organizations
*(Standards 406, 412, 413, 318.2, 319)*

<table>
<thead>
<tr>
<th>Modality and Where it is taught</th>
<th>Where it is evaluated?</th>
<th>Who is evaluating?</th>
</tr>
</thead>
</table>
| **18. Interdisciplinary Systems** | **Portfolio:** Webinar or Faculty Evaluation  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Phase 2 Integration interview |
| 19. Management-Administration | Webinar or class  
Center level  
Management & Adm. Webinar  
Experts Lectures | Portfolio:  
Webinar or Faculty Evaluation  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Phase 2 Integration interview |
|-------------------------------|-----------------|-------------------------|-----------------------------|
| 20. ACPE Standards and Accreditation | Webinar or class  
Center level  
Standards & Accreditation Webinar  
Experts Lectures | Portfolio:  
Webinar or Faculty Evaluation  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Phase 2 Integration interview |
| 21. Advocacy | Webinar or class  
Cultural Competence & Advocacy Webinar  
Expert Lectures | Portfolio:  
Webinar or Faculty Evaluation  
Phase 2 Integration interview | Certification Reviewer  
SPG Representative  
Phase 2 Integration interview |
Assessment of the Competencies

Assessment of the required competencies will take place throughout the certification process. At each developmental level (Admission, Phase 1, and Phase 2), competencies will be demonstrated by a set of observable behaviors, called behavioral descriptors or anchors.

When Do Assessments Take Place?

While assessment is ongoing throughout the process, there are several formal evaluation times for all SESs. The formal assessments will take place:

- At the end of Phase 1, assessing the aspirant’s readiness for practice under supervision
- At the end of Phase 2, assessing the aspirant’s readiness for entry to practice without supervision

Prior to enrolling a SES in its program, a center may use a competency assessment to determine the aspirant’s starting point.

Additionally, assessments will take place in between the formal evaluations. There will be a minimum of one mid-phase assessment in each phase, but the supervisors and SES can agree to additional assessments.

Students who, in the opinion of the Commission Reviewer in consultation with the Primary Supervisor and the Regional Supervisor Representatives, are not adequately progressing, may be counseled out of the process at any time.

Methods of Assessment of the Competencies

- Direct Observation
- Review of Written Work
- Peer Group Interaction
- Review of Video
- Discussion of Supervisory Interaction
- Student/Case Presentation
- Peer Feedback
- Comments from other Staff

Sampling of Materials That Can Be Used for Assessment

Course Data/Theory

- Objective and Essay Tests
- Questions and/or Assignments
- Classroom Assessment Techniques

Individual Projects/Performance Assessment

- Written Materials
- Oral Presentations
- Poster Presentations
- Scenario Assessments
- Student Journals/Self-Critiques
Summative Performance Assessment

- Standardized Tests
- Locally-Developed Exams
- Capstone Experiences
- Supervision/Professional Applications
- Portfolio
- Assessment Center Methods
- Student/Group Case Studies

Collaboration

- Peer Group & Group Projects (e.g., written and oral)
- On-Line Group Activities

Interviews and Surveys

- Program Evaluations
- Exit Interviews
- Focus Groups
- Follow-up Alumni Surveys
- PAG Assessment Interviews and Exit Interviews

Who is Responsible for the Assessments?

- The Certification Commission Reviewer participates in, and oversees, the assessment process and ensures that all involved are fulfilling their obligations.

- The Theory Paper Mentor and the Theory Paper Reading Team assess the competencies found in Section III: Conceptualization & Theories during SES' presentation of papers. The Theory Paper Mentor will submit a report for the SES Portfolio that will assess the competencies related to Theory Papers found in Section III: Conceptualization & Theories and Section IV: Integration & Application on behalf of the Reading Team.

- The Regional Supervisor Representative will provide ongoing progress notes as well as recording the assessment of competencies for each unit in the SES Portfolio. The Regional Supervisor Representative has responsibility for assessing the competencies found in Section I: Professionalism, Section II: Relationships & Identity, Section IV: Integration & Application and in Section IV: Systems & Organizations.

- Core Curriculum Educators and Content Experts (based on Class/Webinar evaluations) assess competencies in Section III: Conceptualization & Theories

- The Integration Interview Team will complete a final assessment and will assess Competencies in all five areas

Assessment of the required competencies will be completed utilizing the rubric and scales below. During the process, the rubric will allow for gradation in assessment, which will give the SES a clear picture of where s/he falls on the defined spectrum. At the end of Phase I and again at the end of Phase II, a Yes/No scale will be utilized to determine the SES’s next steps.
Competency Assessment Scales

Ratings Description for Ongoing Assessment/Educational Purposes

C  Competent/ Skills comparable to autonomous practice
Rating expected at completion of Phase 2 when SES is certified to enter practice without supervision.

HI  High Intermediate/Regular supervision needed
A frequent rating toward the end of Phase 2 and supervision of at least two to three CPE units. Competency attained in all but non-routine events/interactions; supervisor provides overall management of SES’s activities; depth of supervision varies as clinical needs warrant.

I  Intermediate/Should remain a focus of supervision
Common rating at midpoint of Phase 1 and beginning of Phase 2 supervised practice. Routine supervision of each activity

E  Entry level/Continued intensive supervision is needed
Most common rating throughout Phase 1 and beginning of Phase 2. Routine and intensive supervision is needed.

R  Needs remedial work
Requires remedial work if SES is supervising a CPE unit. Focused learning on identified area.

N/O  No opportunity to observe. Not applicable for this training experience
Not assessed during training experience

Ratings Description for Certification Purposes
(at the end of Phase 1 and the end of Phase 2)

YES  Competencies are demonstrated

- At the end of Phase 1, competencies rated at I, HI or C levels are equivalent to a YES
- At the end of Phase 2, a minimum of 80% of competency areas must be rated at the C level and the remaining 20% of competency areas must be at the HI level

NO  Competencies are not demonstrated

- If the aspirant does not meet the minimum threshold at the end of Phase 1, areas that need work will be clearly identified and a focused learning plan developed to address them. Aspirant will not move on to Phase 2 until threshold is met.
- If the aspirant does not meet the minimum threshold at the end of Phase 2, areas that need work will be clearly identified and a focused learning plan developed to address them. Aspirant will not be invited to the Integration Interview until the threshold is met.
### Sample Competency Assessment Form

Competency assessments are a resource and tool for supervisors aiding identification of areas that need focused learning and development of educational plans to address those areas.

Select the column corresponding to the training level of the person being assessed. Rate items in that column by responding to the following question using the scale below:

**How characteristic of the SES’s behavior is this competency description?**

Not at All/Slightly (R), Somewhat (E), Moderately (I), Mostly (HI), or Very (C)

<table>
<thead>
<tr>
<th>Remedial Work = 0</th>
<th>Entry Level = 1</th>
<th>Intermediate = 2</th>
<th>High Intermediate = 3</th>
<th>Competent = 4</th>
<th>No Opp. = [N/O]</th>
</tr>
</thead>
</table>

#### 5. Relationships: Forms meaningful relationships. Relate effectively and meaningfully with individuals, groups, and/or communities.

<table>
<thead>
<tr>
<th>READINESS FOR SUPERVISORY CPE</th>
<th>READINESS FOR PRACTICE UNDER SUPERVISION</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A. Interpersonal Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and maintains productive and respectful relationships with care-seekers, peers/colleagues, supervisors and professionals from other disciplines</td>
<td>Forms, maintains, and concludes productive and respectful relationships with care seekers, peers/colleagues, supervisors and professionals from other disciplines</td>
<td>Develops and maintains effective, mutual relationships with a wide range of care-seekers, peers/colleagues, organizations and communities</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 5B. Affective Skills

<table>
<thead>
<tr>
<th>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively</th>
<th>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback openly</th>
<th>Manages difficult communication; possesses advanced interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 5C. Expressive Skills

<table>
<thead>
<tr>
<th>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills in a professional context</th>
<th>Communicates clearly using verbal, nonverbal, and written skills in professional contexts; demonstrates clear understanding and use of professional language</th>
<th>Utilizes verbal, nonverbal, and written communications that are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Sample Competency Assessment Form

With Examples

<table>
<thead>
<tr>
<th>Remedial Work = 0</th>
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<th>Intermediate = 2</th>
<th>High Intermediate = 3</th>
<th>Competent = 4</th>
<th>No Opp. = [N/O]</th>
</tr>
</thead>
</table>

### READINESS FOR SUPERVISORY CPE

#### Recognizes Effects of Self on Others

**Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others**

Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others’ identities; sensitive to the effects of self on others; examines interactions for effects of self on others

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

### READINESS FOR PRACTICE UNDER SUPERVISION

#### Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts

Examples: seeks feedback on ways that behaviors may affect others; considers how one’s gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in educational/professional contexts and understands how that may influence spiritual care and supervision

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

### READINESS FOR ENTRY TO PRACTICE

#### Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts, and responds accordingly so as to further professional goals

Examples: uses effects of behavior as part of immediacy in supervision; sensitive to the potential effects of own identities in professional situations and anticipates potential conflicts due to those effects; open to supervisor’s feedback about these issues

| 0 | 1 | 2 | 3 | 4 | [N/O] |
Core Curriculum Topics by Competency Area

The Core Curriculum is designed to provide a consistent baseline of knowledge and information for our centers. The curriculum is comprised of webinars, classes, groups and video presentations. All bullet points are required items in the National Core Curriculum and are provided through the ACPE Academy. It is assumed that all areas are taught at the Center level depending on Center’s theories and focus. However, these are the required areas in the National Core Curriculum.

The curriculum seeks to facilitate supervisory identity formation, the integration of personal and professional identity, and the development of knowledge, skills and abilities which demonstrate competence at a mastery level consistent with the highest standards of CPE Supervision. The Core Curriculum focuses on five areas of development: Professionalism; Relationships & Identity; Conceptualization & Theories; Application & Integration; and Systems & Organizations.

I. Professionalism (Phase 1)

- Cultural Competence Webinar by Outside Expert
- Ethical, Legal, Policy Webinar
- Wellness (Self-care) Webinar

II. Relationships & Identity (Phase 1 and 2)  Taught at the Center and SPG level

III. Conceptualization & Theories (Phase 1)

- Spiritual Care Theory, History, and Theology Webinar
- Behavioral Sciences Webinar by Outside Expert
- Theory Papers Webinar
- Personality Development Theory Webinar
- Group Development and Process Webinar
- Pedagogy & Andragogy Webinar
- Education Theories Webinar
- CPE Supervision Theory Webinar
- Theory Papers’ Design Webinar
- Research Webinar by Outside Expert

IV. Application & Integration (Phase 2)  Taught at the Center and SPG level

- CPE Unit Design (single units) Webinar (required in Phase I)
- CPE Residency Design (3 or 4 units) Webinar (required in Phase I)

V. Systems & Organizations (Phase 1 and Phase 2)

- Systems & Organizations Webinar
- Management & Administration Webinar
- Standards & Accreditation Webinar
- Cultural Competence & Advocacy Webinar
Curriculum Topics for Theory Paper Conceptualization

- Spiritual Care Theory, History, and Theology Webinar
- Behavioral Sciences Webinar by Outside Expert
- Theory Papers Webinar
- Theory Paper Mentor feedback
- Personality Development Theory Webinar
- Group Development and Process Webinar
- Pedagogy & Andragogy Webinar
- Education Theories Webinar
- CPE Supervision Theory Webinar
- Theory Papers’ Design Webinar
- Andragogy, Pedagogy, and CPE Supervision

Required Training for those involved in the SES Certification Process

- Theory Paper Mentor Role, Responsibilities, and Feedback
- Orientation to Theory Paper Process
- How to Read and Evaluate Theory Papers
- Certification Commission Reviewer Role and Responsibilities
- Regional Supervisor Representative Role and Responsibilities
- Familiarizing faculty and primary supervisors with Competency Approach and Evaluation System
- Orienting students to the Competency Approach as a formative methods of self-assessment
- Others as needed
Potential Curricular Modules

Below are two examples of possible modules:

**Under the Competency Area of Professionalism**

1. **Cultural Competence Webinar by Content Expert**

   **Method:** Three-hour webinar.

   **Description:** Everyone is part of a culture. The participants will identify particularities of their own culture and what is meant by “culture.”

   **Curriculum Objective:** To advance the participants’ abilities to articulate how their culture affects their professional and personal identity and pastoral/spiritual practice.

   **Outcome:** At the end of the webinar participants will be able to define particularities of their culture and the importance of cultural context.

   **Required Reading:** TBD but could include books such as “Pastoral Theology in an Intercultural World” by Emmanuel Lartey.

   **Resources:** ACPE Bibliography

2. **Ethical, Legal, Policy Webinar**

   **Method:** One-hour webinar.

   **Description:** The ACPE Standards Manual states the “Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members.” The webinar will review Standards 101-105 and set expectations for professional practice.

   **Curriculum Objective:** To expose participants to ethical and legal knowledge, encourage ethical reflection and introduce the ACPE Ethics Commission.

   **Outcome:** Participants will demonstrate broader awareness of professional ethical dilemmas and increased knowledge of concepts such as Dual Relationships and Ethical and Legal Responsibilities as a potential Pastoral Educator.

   **Required Reading:** TBD

   **Resources:** ACPE Ethics Commission
Phase 1
Conceptual Knowledge and Theories

Introduction
Phase I of the Certification Process is focused on the acquisition of knowledge. SESs during this phase of the process will gain conceptual competence and theories related to the work of supervision and includes observation followed by participation in the supervision of a Level I/Level II student group. Phase 1 includes the National Core Curriculum, the writing of Theory Papers and a formal review to indicate the aspirant's ability to move to Phase 2.

Please click here to jump to the section on the National Core Curriculum.

Theory Paper Writing Process
The Theory Paper Writing Process is designed to be a means of acquiring knowledge of various theories/theorists, theory development, application and evolution, addressing Supervision Orientation competencies under Section II: Conceptualization & Theories. During Phase I, SESs’ will write on Theology Development, Personality Development and Educational Theory. During Phase II, SESs’ will develop an executive summary for the application of theories and develop and deliver an oral PowerPoint (or similar) presentation. In conjunction with their Primary Supervisor and Theory Paper Mentor, the SES can choose to either write a singular 15-20 page paper that includes all three topic areas or three individual papers (5-7 pages each), one for each topic area.

At the conclusion of the National Core Curriculum Modules and Webinars, the SES is assigned to a Theory Paper Mentor and Cohort Group. This group is led by a Theory Paper Mentor (not all Theory Paper Mentors will facilitate the groups). As a group, the SESs participate in curriculum that includes group work around theory knowledge, theory development, and paper writing. This process is also designed to foster relationship building and networking opportunities for SESs. The SES will give permission to the Theory Paper Mentor to access materials in the Portfolio (personal history, etc.) that are relevant to the writing process. The SES is expected to make consistent progress in the completion of the papers. If an SES is struggling to maintain this, conversations about the SES’s suitability for continuation will be held and referred to the Certification Commission for further action if needed.

Logistics

- SES will be given a resource packet that explains expectations, timelines and steps required.
- After initial conversations, the SES will complete a draft of the paper(s) and submit it to mentor for feedback
- The Theory Paper Mentor and the SES will engage in dialogical review/feedback until the Theory Paper Mentor has determined, through use of the evaluation rubric, that the papers are ready for review by the Theory Paper Reading Team.
- The Theory Papers are part of the SES’ Portfolio and include:
  - Personal History Paper
  - Theology of Supervision
  - Personality Development
  - Education Theory, including Group Development and Group Process, Andragogy, Pedagogy, and CPE Supervision
Mentoring

- Mentoring meetings will take place (in person or via video conference) a minimum of once a month for the duration of the writing process, but there is flexibility to add additional meetings by mutual agreement.

Relationship Between the Theory Paper Mentor and the Primary Supervisor

- The **Primary Supervisor** may schedule a conversation/consultation with the **Theory Paper Mentor** and SES to discuss any theory paper process concerns or needs
- Either the **Theory Paper Mentor or the Primary Supervisor** may initiate conversation/consultation about the SES’ progress in the writing process
- The SES should be part of all communication between Mentor and Supervisor
- If requested by the SES, the **Primary Supervisor** has the option of joining in the final paper submission video conference as an observer.

The Theory Paper Reading Team

- The **Theory Paper Mentor, Theory Paper Reading Team** and the SES will meet either face-to-face or via video conference.
- The SES submits papers to the **Theory Paper Reading Team** in advance of meeting.
- The **Theory Paper Reading Team** has two options:
  - The team can affirm the completion of the papers
  - The team can outline and discuss areas that are in need of improvement before they can be affirmed.
- If areas of improvement are noted, the SES, in consultation with the **Theory Paper Mentor**, makes revisions to the papers.
- When the **Theory Paper Mentor** determines that the areas of concerns have been addressed, a follow up conference is scheduled with the SES, **Theory Paper Mentor** and the **Theory Paper Reading Team**.
- Following a presentation on the changes by the SES, the **Theory Paper Reading Team** will affirm the completion of the papers.
Theoretical Formulation Guidelines/Evaluation Rubrics
For Theory Papers

Theology of Supervision – Generates and articulates a personal theology and its application in CPE supervision

- Writer demonstrates theological/spiritual acumen as it relates to the supervisory task by explicating: An understanding of persons as creatures of God or understands persons in relationship to ultimate reality as defined in his/her spiritual tradition; and how that understanding informs the practice of spiritual care and supervision; reflecting critically upon ones religious/spiritual heritage and current beliefs/theological practice in relationship to ACPE’s history, culture and mission.
- Writer develops how to think theoretically, based on writer’s faith tradition, about: Interpersonal relationships; relational-cultural theories; Human suffering; and Relationship with God or ultimate reality
- Writer reflects critically upon which theologians, teachers and/or spiritual resources inform theological stance.
- Writer demonstrates an understanding of: The interplay between his/her cultural context and theological/spiritual perspective, formation, or development as it is understood in his/her faith tradition; and how spiritual care is offered in a multicultural, multi-faith environment.

Personality Development – Generates and articulates an understanding of how human personality is formed and organized in a pattern of thoughts, feelings, behaviors, and attitudes that makes a person distinctive

- Writer demonstrates understanding of a personality theory as it informs supervisory practice by:
  - Explicating which personality theory/theorists inform the understanding of human nature; and personality development (e.g., psychodynamic, narrative, cognitive-behavioral, dialectical-behavioral, social, etc.)
  - Demonstrating how personality theory informs supervisory assessment, supervisory goals, supervisory strategies, and supervisory interventions.
  - Demonstrating a clear understanding of cultural anthropology – how cultural, social, ethnic identity development is integral to understanding personality development, (e.g., age, gender, and sexual orientation/identification).

Education Theory:

Group Development – Generates and articulates an understanding of group formation and the patterns in the way groups of people change and interact over time. Explicates the theory of group development informing supervision and articulates an understanding of group dynamics and facilitation of group process (effective relational and learning interactions)

Group Process - Generates and articulates an understanding of group dynamics and facilitation of group process (effective relational and learning interactions). Demonstrates a clear understanding of: the clinical method of learning, how adult learners utilize the clinical method and why it is essential.

Andragogy – Generates and articulates a method and practice of teaching and supervising adult learners. Writer demonstrates a theoretical understanding of the teaching/learning process inherent in supervision by:

- Articulating a theoretical understanding of how adult learners (andragogy) learn: Individually; dialogically; and in groups.
- Explicating how educational theory guides the goals and decision-making in the supervisory process with: Individuals and Groups; and demonstrating a clear understanding of why and how one evaluates students and their work; and how his/her educational theory informs the writing of student evaluations.
- Examining critically how culture influences the educational process.
End of Phase I Review

The end of Phase I is marked by three distinct activities:

✓ An informal portfolio presentation/review with the SES’s cohort group.

✓ A formal review of the portfolio and evaluation of the competencies. See Assessment of the Competencies for more information.

✓ Completion and Affirmation of the SES’s Theory and Papers

And then the SES moves from the little bowl into the big bowl and fun begins!
Phase 2
Integration of Theory, Practice and Person
Transition to Enter Practice under Supervision

The second part of the Certification process focuses on the integration of theory, practice, personhood and supervisory identity formation and on the evolution and application of theories. During Phase 2, SESs will transition from participation in CPE supervision to progressive autonomy, supervising a minimum of 2 units without co-supervision, write an Executive Summary of the Application of Theory, give an oral presentation on their theories and ultimately, when all competencies have been met, participate in the Integration Interview.

Although the SES has completed the National Core Curriculum, there will additional learning on selected topics during Phase 2.

Theory Integration Components

Through the development of an oral PowerPoint Presentation and an accompanying Executive Summary Application of Theory Paper (5 pages in length), the SES demonstrates to Certification Commission Reviewer and Regional Supervisor Representative how the SES is applying a theory of supervision to his/her supervisory practice. This application project serves as a bridge between the completion of theory papers during Phase 1 and the Integration Interview at the end of Phase 2. The demonstration of how the SES continues to develop the application of his/her theory to his/her supervisory practice will facilitate movement toward increasing integration of theory into one’s practice and in congruence with one’s supervisory identity.

The Oral Presentation and Accompanying Executive Summary

To successfully complete this portion of the process, SESs must demonstrate an understanding of how a theory of supervision informs supervisory practice in the following areas:

- Development of syllabus for one unit of CPE
- Evaluation of students’ applications and rationale for acceptance into group
- Facilitation of students’ formulation and realization of their learning goals
- Identification of supervisory goals, interventions, and outcomes for students
- Supervision of group process as informed by stages/phases of development
- Supervision of individual and group supervision
- Multi-cultural competence with diverse theological and ethnic groups
- Writing of students’ evaluations
Logistics

- The SES prepares the Oral Presentation utilizing PowerPoint or a similar software and the Executive Summary Application of Theory Paper and receives consultation from his/her Primary Supervisor, Supervisory Peer Group and Regional Supervisor Representative as needed.
- When the Primary Supervisor, Regional Supervisor Representative and the Supervisory Peer Group have determined that the paper and presentation are ready to present AND the SES has completed the supervision of at least one unit, the paper and presentation are sent to the Certification Commission Reviewer and the Regional Supervisor Representative in anticipation of a face-to-face (or video-conference) presentation.
- The Application of Theory Paper and oral presentation are assessed by Certification Commission Reviewer and Regional Supervisor Representative and one of two decisions are made:
  - The Certification Commission Reviewer and Regional Supervisor Representative affirm the completion of the Application of Theory Paper and Oral Presentation and the SES may continue on in the process.
  - The Certification Commission Reviewer and Regional Supervisor Representative DOES NOT affirm the completion of the Application of Theory Paper and Oral Presentation.
    - If not affirmed the SES will dialogue regularly with The Regional Supervisor Representative and his/her Supervisory Peer Group, making revisions to address areas of improvement that were noted.
    - When SES and Regional Supervisor Representative agree that the revisions have been made and that the SES is ready to present again, the SES schedules a follow up conference with Certification Commission Reviewer and Regional Supervisor Representative. During the meeting, the SES addresses how the areas of improvement were engaged.
      - Following the presentation on the revisions made by the SES, the Regional Supervisor Representative and the Certification Commission Reviewer affirm the completion of the Application of Theory Paper and Oral Presentation and the SES may continue in the process.
The SES’s Portfolio

Introduction
The portfolio will be an electronic set of documents that will serve as a guide of the aspirant's journey. In addition, it will serve as the foundation for each person's Professional Development journey and peer review process. Items in the portfolio include, but are not limited to media presentations, all papers/reflections written throughout the process, rubrics illustrating the attainment of the competencies, evaluations, recommendations and ACPE Academy Module Reflections.

Sample List of Materials

Materials from the Center (submitted by SES’s supervisor)
- Timeline for SES developmental learning and learning contract
- Syllabus for each unit of Supervisory CPE in the center curriculum
- Supervisory Peer Group curriculum, composition, and frequency
- Supervisor and SES evaluations for each Supervisory CPE unit

Personal Papers
- Personal History Paper
- Student’s CPE Pilgrimage
- Strengths & Limitations
- Theology of Spiritual Care

Theory Papers
- Theology of Supervision
- Personality Development
- Education Theory, including
  - Group Development and Group Process
  - Andragogy, Pedagogy, and CPE Supervision
  - Oral Presentation and Application of Theory Paper

Supervisory Practice
- Clinical Vignettes
- Unit structure, curriculum, and educational rationale
- Two-page Students’ Summaries
- Program evaluations
- Video IPR
- Video Verbatim Seminar
- Video IS

Documentation from Units Supervised by SES
- Students Self-Evaluations and SES’s evaluations of students
- Program Evaluations

Assessment Rubrics & Evaluators’ Reports for each of the Competency Areas
Integration Interview

Introduction

When all competencies have been met, the aspirant is invited to the Integration Interview where the focus is on the holistic integration of theory and practice, collegial competence and the welcoming of a new colleague. This will be an in-person interview and will include a majority of people who have been substantively involved with the student’s process, as well as at least one Certification Commission member who has not. The decision to certify must be unanimous.

The Integration Interview Team is Composed of Five Individuals:

- Certification Commission Reviewer
- Theory Paper Mentor
- Regional Supervisor Representative
- A Certification Commissioner who has not been a part of the SES’s journey until now
- A member of the aspirant’s choosing from his/her cohort group

Logistics

- Prior to the scheduling of the Integration Interview, the Certification Commission Reviewer assumes responsibility to ensure that all of the SES’s materials in the Portfolio have been properly reviewed and assessed and that all competencies have been met.
- Integration Interview participants are given access to the SESs materials no less than 45 days before the scheduled interview.

Process

- The interview will be led by the SES, with a focus on his/her integration of theory and practice. In addition to the portfolio, the SES will prepare an oral presentation with visuals for the team.
- The team will be looking to affirm that
  - There is congruence between written materials and face-to-face self-presentation
  - There is integration of theory and practice
  - There is collegiality/relationality
  - The SES has demonstrated his/her readiness to enter into solo practice (without supervision)

At the conclusion of the integration interview, all will celebrate together the hard work, dedication and commitment to ongoing learning of the SES
After the Integration Interview

**Certified Supervisor**
When all competencies have been met, the aspirant will be granted this status and will be allowed to function as a supervisor of Level I/Level II students.

A Certified Supervisor may be given a Professional Development Plan that will include recommendations for continued growth. The evaluation of the supervisor’s initial Professional Development Plan will take place as part of the Peer Review Process.

A Certified Supervisor will be obligated to the newly developed peer review process.

**National Faculty Eligible**
A Certified Supervisor who was certified without a Professional Development Plan or who has completed his/her professional development plan as affirmed by their Peer Review Team becomes National Faculty Eligible.

This means that should the individual desire, s/he is eligible to engage in the process of becoming a member of the National Faculty.

**National Faculty**
National Faculty are Certified Supervisors who agree to engage in a process of ongoing professional development and who are recognized by their peers, through the formal Peer Review Process, as committed to continuing professional education in their work with SESs.

This will be an optional add-on to becoming a Certified Supervisor that can be done at any point after one has achieved National Faculty Eligible status. See the section on National Faculty below for more specific information.

* These titles are suggestions; the task forces did not determine what these should be going forward.
After the successful completion of the certification process, there are three tracks for professional development and ongoing maintenance of competence. All who are actively engaging in education with ACPE are obligated to participate in regular, ongoing Professional Development.

**The Three Tracks:**

1. Level I/Level II CPE Educator Professional Development

2. Newly certified supervisors who wish to become eligible to supervise in Supervisory CPE.

3. Supervisory CPE Educator Professional Development

   The focus in all three tracks is providing support and education towards an improved skill set.

**Supervisory CPE Educator Professional Development IS:**

- ongoing consultation
- peer review
- curriculum driven
- advanced training
- ongoing support

**Supervisory CPE Educator Professional Development IS NOT:**

- “just” continuing education
- another hoop to jump through
- re-evaluation of competence

**SUPERVISORY CPE EDUCATOR PROFESSIONAL DEVELOPMENT IS NOT ANOTHER LEVEL OF CERTIFICATION**
National Faculty

Purpose

National Faculty are those who are granted permission to supervise SESs who are on the path towards Certification and participate in the certification process of SES in cohort groups.

Eligibility

Newly Certified ACPE Supervisors who either were certified without a Professional Development Plan or who have met the obligations of their Professional Development Plan must engage in and ultimately complete the Curriculum for Supervisors of SESs. There will be time frame for completion of the Curriculum that will be established as the Curriculum is built out.

Certified ACPE Supervisors who have not previously supervised Supervisory Education Students must:

- complete an initial educational program resourced by the ACPE Academy,
- agree to being assigned a mentor, and
- agree to participate with colleagues already supervising at this level in the ongoing activities outlined in the Maintenance of Status section below.

Certified ACPE Supervisors who have supervised a Supervisory Education Student within three years of the date this program is implemented will be automatically recognized as a member of the National Faculty and are obligated to the activities outlined in the Maintenance of Status section below.

The process to become a member will include the continued development of the Supervisor's portfolio with specific items to be determined. Membership will be affirmed by the Peer Review Team through regular dialogue and presentation, with confirmation of the completion of the required curriculum.

Maintenance of Status

- Must demonstrate a commitment to professional development specific to supervisory education
- Participate (in person or via video-conferencing) in ongoing consultation with other SES supervisors
- Participate (in person or via video-conferencing) in regular presentation of current work with SES to (mentor) & peers for consultation and critique (written vignettes, digitally recorded individual sessions, etc.)
- Utilization of resources and curriculum from the ACPE Academy to address areas of needed growth as self-identified or identified by the peer group or the professional development team
- Verification and validation of participation in the above through the peer review process
Curriculum for Supervisors of SESs

Introduction

This curriculum is designed for ongoing development of the professional competence of ACPE Supervisors who function in the role of educator for those students enrolled in Supervisory CPE. In congruence with the Certification Portfolio Process, the educational roles involved in this process have expanded beyond the primary ACPE Supervisor who admits an SES into their educational center. Consequently, this curriculum would be utilized for the development of all those involved in educational roles within the new process, acknowledging that the boundaries between education and certification are more fluid.

Six areas of faculty curriculum were identified for specific education objectives for those educating Supervisory Education Students and designing and maintaining programs for centers accredited for Supervisory Education. These areas of focus are related to the areas of competence for SES students and focused on specific skills and ongoing education for those involved in supervising SESs. This curriculum incorporated current research on the behaviors of successful SESs and their supervisors. This curriculum could be engaged through the ACPE academy webinars, designated peer groups and relationships with mentors, consultants and other national faculty. This curriculum expects that faculty will present their own supervisory theories and work with SESs in an ongoing way with peers and mentors for ongoing evaluation and feedback. The development, evaluation and management of portfolios similar to what is being designed for SESs could be used to document engagement with this curriculum for new faculty and to document ongoing education of the National Faculty.

Key Curriculum Components

I. Practice and Theory Integration
   A. Theoretical Foundations: name the theories guiding your work with supervisory education, distinguishing your theoretical approach from Level I and II supervision to SES supervision.

      Potential Methodologies
      1. Write a one-page description for each of these:

         a. Theology of supervisory education
         b. Personality theory of supervisory education
         c. Education theory for supervisory education

      2. Present your papers to an ACPE supervisory consultant and if possible, to a peer group of ACPE supervisors requesting feedback about the integration of the theories, their congruence with your style of supervision, and the feasibility of using these theories with SES/Candidates
B. Assisting SESs in finding theory: Describe your approach to helping SESs discover theories congruent with their theological approaches, relational styles, and preferred ways of learning/teaching.

**Potential Methodologies**

i. Identify bibliography resources you would recommend for your SES for theology, personality, and education theories.

ii. Present your curriculum for theory development and integration to your ACPE supervisory consultant and if possible, to your ACPE supervisory peer group.

iii. Identify for yourself how your theories are congruent with your personhood. Describe how you will explain what integration between theory, personhood, and practice looks like for your SES/Candidate.

C. Guide your SES in the process of paper-writing

**Potential Methodologies**

i. Define the steps of the paper-writing process in a way that will provide clear guidelines to your SES

ii. Present your plan to your ACPE supervisory consultant and if possible, to your ACPE supervisory peer group.

iii. Present one of your Candidate’s more challenging theory papers to your consultant (and peer group) with an assessment the paper and your plan to help the Candidate work on the paper.

D. Assisting SESs in applying theory to selection, assessment, supervisory interventions, and evaluation of students.

**Potential Methodologies**

i. Present your SES curriculum for addressing each of these categories to your ACPE supervisory consultant and if possible to your ACPE supervisory peer group.

ii. Model your way of integrating your theories in these different aspects of the program; make sure your SES knows you are modeling this.

E. Critical purchase: define this for yourself in consultation with ACPE supervisory peers. Describe your critical purchase of your theories and of CPE practices such as verbatim and small group work.

**Potential Methodologies**

i. Write and share your definition of critical purchase along with examples of your supervision of Level I and/or Level II students; share this paper with your SES/Candidate.

ii. Let your SES/Candidate know how you know when your theory (theories) are not working and what you do about that in the moment. If possible, call your SES’s attention to such an instance in real time.
F. Continuing your own supervisory development in the area of theory

**Potential Methodologies**

i. As you engage these areas of theory selection, development and integration with your SES(s), define your area of greatest struggle and your plan for you own professional development as a supervisory of SES/Candidates.

ii. Develop a reading plan or describe your reading plan if you already have one. Talk regularly with your SES/Candidate about your own professional development and how it impacts your supervision.

II. Program Management

A. Given the many ways SES/Candidates engage the process (residencies; staff chaplains at the supervisor’s center; directors/chaplains from another center), identify your individual learning plan for your SES that ensures adequate clinical time; adequate time to observe and reflect; and adequate time to supervise and do the reflective work leading to development as a supervisor.

B. Curriculum development: Teach your SES/Candidate how to write curriculum based on the ACPE Standards, the context for ministry the Candidate is serving, and the Level(s) of CPE the Candidate is supervising.

**Potential Methodologies**

i. Method: present your plan for teaching your SES/Candidate how to write curriculum based on the ACPE Standards, the context for ministry the Candidate is serving, and the level(s) of CPE the Candidate is supervising.

ii. Method: present a copy of your SES/Candidate’s curriculum and identify learning needs you assess for her/him and your plan to address those needs.

C. Evaluations: Identify your perspective about the use of the evaluation in CPE; include your theoretical base for evaluating students. Describe your process for teaching your Candidate to write evaluations for her/his CPE students.

**Potential Methodologies**

i. Method: present your Candidate’s evaluation of her/his CPE student to your ACPE supervisory consultant and (if possible) your ACPE supervisory peer group for feedback about the balance between naming strengths and needs for continued learning.

ii. Method: present one of your evaluations of your SES/Candidate to see if your CPE consultant/peer group sees congruence between your theory of evaluation and your written evaluation of your SES/Candidate.

D. Accreditation issues: orient your SES/Candidate to the accreditation requirements for CPE programs, including use of the Professional Advisory Group.

**Potential Methodologies**

i. Method: describe how you are helping your SES/Candidate learn how to write a policy in the context of a CPE Handbook.

ii. Method: describe your way of helping your SES/Candidate develop an admission practice congruent with policy and with CPE Standards.

iii. Method: describe how you help your SES/Candidate discern when to confront a student about behavior incompatible with the hospital/congregational/ministry context; this is
to say, how do you guide your SES/Candidate to know what is appropriate material for education and what is the boundary requiring disciplinary action.

### III. Use of self and relationship

A. Name how your own use of self in your work in at the level of Supervisory education and how you might facilitate the SES development of use of self.

**Potential Methodologies**

i. Method: Identify a biography for use of self for SES 
ii. Method: Write a one page description of use of self in SES supervision 
iii. Method: Present “use of self” case study or video to peer group 
iv. Method: Participate in a webinar covering topic related to “use of self,” group dynamics, relational dynamics 

B. Describe how you define “use of relationship” in Supervisory Education.

**Potential Methodologies**

i. Method: Write a one page description of the challenges and strengths in your relationship with an SES with an eye to theoretical understanding of relational dynamics grounded in theory 
ii. Method: Present to your peer group on the parallel process observed in your relationship with SES with openness to identifying learning issues and/or issues of supervisory style 
iii. Method: Write a one page description of your current group work and use in SES education and/or present and receive feedback from peer group or consultant 
iv. Method: Explore with peer group/consultant how you go engage group theory with SES. 

C. Describe how you engage in Multicultural learning and educate around multicultural issues in your context.

**Potential Methodologies**

i. Method: Present curriculum components and bibliography used in SES program that attends to multicultural learning. 
ii. Method: Write a one page paper on the impact of culture on your relationship with an SES. 
iii. Method: Consult with peer group or consultant working with blind spots and impasses that may have cultural roots in your work with an SES. 
iv. Method: Identify alternative sources (people, bibliography, models) that attend to the specific cultural needs of the SES.
IV. Intentional Use of Consultation
   A. Define what ways you will use consultation in your SES supervision.

   **Potential Methodologies**
   i. Method: Build a peer group or relationship with a faculty consultant and maintain throughout the Supervisory process with SES.
   ii. Method: Maintain peer group or consultation relationships and explore ongoing struggles in your own SES supervision with honest self-evaluation.
   iii. Method: Identify a viable and robust peer group for your SES and monitor the ways that the SES uses peer group to grown in supervisory skills.

   B. Claim supervisory authority within peer group while respecting the authority of colleagues.

   **Potential Methodologies**
   i. Method: Work collaboratively with others in the work of supervisory education.
   ii. Method: Share wisdom and learning of successes in SES supervision.
   iii. Method: Contribute to research on the SES educational process.

   C. Commit to using CPE processes for own development.

   **Potential Methodologies**
   i. Method: Develop a yearly plan of development for own growth.
   ii. Method: Write a one page paper on evolving supervisory approach while working with SES.
   iii. Method: Share with peer group how you are educating yourself to adapt to the changing needs of SES growth.

V. Identity Formation and Multi-cultural Competence and Humility
   A. Assist SES in understanding the professional identity and role of CPE Supervisor as distinct from other roles.

   B. Work with SES in supporting and modeling authority development and the effective use of power.

   C. Assist SES in drawing on resources for emotional and spiritual support as part of their larger educational integration.

   D. Provide curriculum that centers CPE as primarily theological/spiritual education, which is grounded in the traditions of clinical supervision and adult education.

   E. Assist SES in exploring theological/philosophical/spiritual themes in their own personhood and in the development of their students

   **Potential Methodologies**
   i. Method: Identify the theological and spiritual themes in a group session and have SES share their assessment of the same session. Explore similarities and differences in assessments.
F. Attend to multi-cultural understandings and relational dynamics within supervisory relationships and contexts

*Potential Methodologies*
  i. Method: Explore racial and cultural dynamics in mutual storytelling and by initiating awareness specifically in two supervisory sessions.
  ii. Method: Understand your own tensions related to the broad range of religiosity and inter-faith understandings found in SES and student positions.
  iii. Method: Explore with SES how their culture, religion, ethnicity, etc. are impacting their relationships with CPE students.

VI. **Teaching Supervisory Skills**

A. Help SES develop strategies, skills and curriculum which focus on the development of pastoral formation, competence and reflection.

B. Skillfully utilize the use of observation, assisting, co-supervision and solo supervision with observation at critical developmental stages in SES development.

C. Assist SES in developing group facilitation skills and theory

*Potential Methodologies*
  i. Method: Identify methods which facilitate SES observing and exploring her/his behavior, feelings and thoughts in group facilitation.
  ii. Method: Identify a CPE Supervisor who models the practice of group supervision most closely aligned with the SES’s group theory and do a three way exploration of a group supervision session.

D. Guides SES development of individual supervision skills.

*Potential Methodologies*
  i. Method: Through a workshop format explore various assessment tools related to the learning styles, issues and needs of Level 1 and 2 CPE students.
  ii. Method: In review of the SES’s individual supervision, identity the recurring foci found in their sessions with students.

E. Familiarizes the SES with Certification and Accreditation processes and utilizes effectively the Supervisory CPE Outcomes for evaluation. Assists SES in the preparation for the Certification process.

*Potential Methodologies*
  i. Method: Review most current certification process as made available on ACPE website, policy and procedures manuals, etc., which go beyond the Certification Manual.
  ii. Method: Model for SES management of anxiety and using one’s own certification history appropriately by sharing in SES peer group.
  iii. Method: Evaluate the impact of your own theories, interventions and challenges as they impact your ability to process SES’s committee successes and challenges.
# The Peer Review Process

*Regional Peer Review Chair and Committee will Guide the Peer Review Process*

<table>
<thead>
<tr>
<th><strong>Frequency of Peer Review</strong></th>
<th><strong>Level I/Level II CPE</strong></th>
<th><strong>Supervisory CPE</strong></th>
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<tbody>
<tr>
<td>Peer Review date is determined by the year persons were certified as ACPE-CPE Supervisors.</td>
<td>Peer Review is required every three (3) years.</td>
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<td>Peer Review is required every three (3) years.</td>
<td>New Supervisors entering regions submits most recent Peer Review report to the Peer Review Committee Chair and next peer review within three years of peer review submitted.</td>
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</tr>
<tr>
<td>Supervisors of Level I/Level II groups are expected to be part of an on-going consultation group.</td>
<td>Supervisors of SESs are expected to be part of an on-going consultation group.</td>
<td></td>
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<tr>
<th><strong>Peer Review Team Composition</strong></th>
<th><strong>Level I/Level II CPE</strong></th>
<th><strong>Supervisory CPE</strong></th>
</tr>
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<tbody>
<tr>
<td>In January, the National Office will send notifications, along with this document, to all Supervisors due for Peer Review during the year and to the Regional Leadership. It is the responsibility of the Supervisor to contact the Peer Review Chair requesting Peer Review. Regional Peer Review Committee Chair assigns a committee member who chooses the team in consultation with the Supervisor. Three (3) (or more) members, at least one (1) ACPE Supervisor and one (1) Clinical Member or Professional Clinical Person</td>
<td>Video, with appropriate consent, and written. Submitted at least two (2) weeks in advance. Clinical work with individual students or peer group; applied theory; issues relating to practice</td>
<td>Video, with appropriate consent, and written. Submitted at least two (2) weeks in advance. Clinical work with SES; applied theory; issues relating to practice.</td>
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<tr>
<th><strong>Materials</strong></th>
<th><strong>Level I/Level II CPE</strong></th>
<th><strong>Supervisory CPE</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Media/Type</strong></td>
<td>Video, with appropriate consent, and written. Submitted at least two (2) weeks in advance.</td>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>Clinical work with individual students or peer group; applied theory; issues relating to practice</td>
<td>Clinical work with SES; applied theory; issues relating to practice.</td>
</tr>
</tbody>
</table>
| **Peer Review Team Point Person** | Peer Review Convener/Chair  
Peer Review Recorder (chosen at committee time). | Peer Review Convener/Chair  
Peer Review Recorder (chosen at committee time). |
|----------------------------------|--------------------------------------------------|--------------------------------------------------|
| **Structure of Peer Review meeting** | One and one/half hours suggested with adequate time to engage the material presented  
Time and place to be arranged in dialogue between supervisor and Convener/Chair | Two hours suggested with adequate time to engage the material presented  
Time and place to be arranged in dialogue between supervisor and Convener/Chair |
| **Peer Review Report Form** | The Supervisor maintains a copy of the Peer Review Report Form in Department File of their Center and sends Report Form to ACPE office where it will be kept on file.  
Supervisor provides written feedback of peer review process to be shared with Regional Committee Peer Review Chair. | The Supervisor maintains a copy of the Peer Review Report Form in Department File of their Center and sends Report Form to ACPE office where it will be kept on file.  
Supervisor provides written feedback of peer review process to be shared with Regional Committee Peer Review Chair. |
| **Supervisor Report** | Peer Review Committee Chair notifies the following regarding non-compliance:  
Professional Ethics: 413.1  
Accreditation: 413.2, .8  
Certification: 413.3, .4, .5 .6, .7, .9, .10 | Peer Review Committee Chair notifies the following regarding non-compliance:  
Professional Ethics: 413.1  
Accreditation: 413.2, .8  
Certification: 413.3, .4, .5 .6, .7, .9, .10 |
| **Non-Compliance** | Extension for a Peer Review may be requested in writing to the Regional Committee Chair. A request for extension is to include specific explanations/reasons which are beyond the Supervisor’s control that prevented the completion of the Peer Review during the calendar year. Extensions are not automatic. A granted extension does not alter the year of subsequent Peer Review. | Extension for a Peer Review may be requested in writing to the Regional Committee Chair. A request for extension is to include specific explanations/reasons which are beyond the Supervisor's control that prevented the completion of the Peer Review during the calendar year. Extensions are not automatic. A granted extension does not alter the year of subsequent Peer Review. |

Peer Review Team Reviews item by item

**Standard 413: Continuation of Supervisory Status with Supervisor.**

Use Curriculum for National Faculty for Supervisory CPE as a guide (with separate outcomes for seasoned supervisors and beginning supervisors)

Peer Review Team Reviews item by item

**Standard 413: Continuation of Supervisory Status with Supervisor.**
ACPE Sample Peer Review Report Form

_CPE Supervisors are to have a Peer Review every three years_

<table>
<thead>
<tr>
<th>Name of Supervisor</th>
<th>Date of Review</th>
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**Supervisors of Level I/II:** Three (3) (or more) members, at least one (1) ACPE Supervisor and one (1) Clinical Member or Professional Clinical Person.

**Supervisors of Supervisory Education:** Three (3) (or more) members including at least two (2) ACPE Supervisors, with one (1) involved in Supervisory Education.

_____________________________Chair                  _______________________________Recorder

_____________________________Member               _______________________________Member

**General Summary:**

Accreditation materials call for this form to be in the Department files at your Center

Please keep a copy for yourself and send another to:

Association for Clinical Pastoral Education (ACPE)
One West Court Square, Suite 325
Decatur, Georgia 30030
Main: (404) 320-1472
www.acpe.edu
Standard 413 Continuation of Supervisory Status

Preservation of one’s status as ACPE Supervisor

413.1 adhering to the ACPE Code of Professional Ethics as attested to by one’s professional peers and constituents through on-going program review.

413.2 completing and documenting 50 hours minimum of continuing education and spiritual development annually.

413.3 supervising students in an ACPE accredited program at least once every three years or participating in other CPE-related educational activities.

413.4 maintaining faith group endorsement.

413.5 maintaining ACPE membership in good standing.

413.6 participating in peer review at least every five years in accordance with regional procedures.

413.7 following ACPE standards, processes and practices including, but not limited to, timely and professional submission of all required program reports, center reviews, fees, and dues.

413.8 maintaining appropriate supervisor/student ratio.

413.9 demonstrating ongoing written and verbal communication skills that are articulate, professional, and cohesive.

413.10 demonstrating cultural humility and multicultural competence.
The Certification Commission

A natural outgrowth of these changes to the Certification process is a Certification Commission that looks and functions in ways that support the new processes. The nature of the work will be different and details will need to be worked out. The task force is proposing a smaller Commission that is comprised of representatives of the specific roles that supervisors have throughout the process (see below) as well as outside individuals with specific portfolios.

There will be a smaller, leadership oriented Commission made up of 11-13 individuals. The Certification Commission will take care of the business of Certification and establish and review processes and procedures. Then, there will be sub-groups that function both nationally and by region. Each sub-group is represented below as members of the Commission. The Commission will review the work and decisions of the various sub-groups. Each sub-group will hopefully develop into a network that will encourage greater consistency and collaboration.

In addition to representation of roles, the Commission should reflect:

- Geographic Representation
- Variety of Expertise
- Diversity

The Certification Commission

- Theory Paper Mentors and Readers (2)
- Process Coordinators/Reviewers (2)
- Regional Supervisor Representatives (2)
- Primary Supervisors (2)
- Peer Review Representatives (2)
- Higher Education Representative (1)
- Clinical Practitioner (1)
- Core Curriculum Content Experts (1)
Implementation

The task forces presented a framework that will allow an implementation process to be fully designed and started. While this work will continue on without many of the original task force members, there are a few questions that have been discussed but were intentionally left unanswered at this juncture as the group considered these items to be part of the implementation process.

1. If people want to become National Faculty, must they complete all 6 areas of faculty curriculum developed and meet with a peer review committee BEFORE they can supervise SES’s?

   If they have supervised SES’s before, but have not done so within three years of implementation of the professional development program, must they complete the entire program like a Certified ACPE Supervisor who has not yet supervised SES’s?

2. The hope is that similar to the competencies that were developed as the basis for assessment in the Certification process, there will be competencies developed for Supervisors of SES’s (National Faculty) that will help guide supervisors in their self-assessment and preparation, and will assist their colleagues in the peer review evaluation process.

3. Similar to the professional development plan that is written here, we hope to see a professional development plan for those who are only Supervising Level I/II CPE, as this area of supervision is significant in the professional lives of many supervisors.