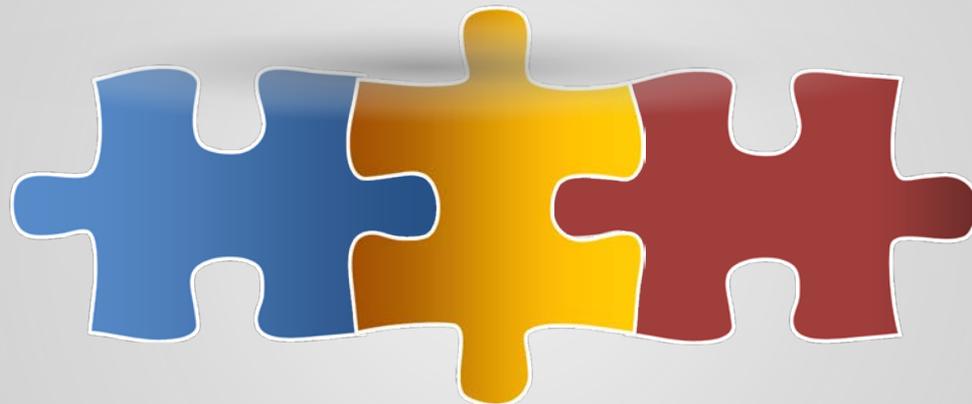# A NEW FRONTIER:
Introduction to the Certification Process

Bringing the Pieces of the Puzzle Together

Introduction

The Certification Implementation Team

A Philosophical Shift

Three Primary Areas of Focus to Date:

> **A New Rubric for Theory Integration Presentations** *(formerly known as Theory Papers)*
>
> **Developing and Refining Competencies for Certification**
>
> **Defining the new Peer Review Process**

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Overview

Competency Based Education and Training

Two Distinct Phases of Learning

>   Phase I: A Focus on Theory and Acquisition of Knowledge

>   Phase II: A Focus on Integration of Theory, Knowledge and Practice

Aspirant-Driven Process

Improved Accountability

A Developmental Process with Formative Evaluations

Continuous Learning and Engagement

Increased Collegiality

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Phases of the Process

Phase I
A Focus on Theory and Acquisition of Knowledge

- Average timeline is expected to be between 1 and 2 years

- SESs will gain conceptual competence and learn theories related to the work of supervision and includes observation followed by participation in the supervision of Level I/Level II student groups

- Includes Theory Integration Presentation (formerly known as Theory Papers) and a formal review to indicate aspirant's ability to move to Phase II

Phases of the Process

Phase II
A Focus on Integration of Theory, Knowledge and Practice

- Average timeline is expected to be between 1 and 2 years

- 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 two units without co-supervision, writing a concise summary of the evolution and application of their theories, give an oral presentation on their theories and ultimately (when all competencies are met), participate in the Integration Interview.

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Implementation Timeline

A working plan

A collaborative endeavor...
Our goal: make it work for everyone!

- Anyone starting an SES program fall 2017 or later will be in the new process.

- For current SESs, there are two options:

    o For those early in their process (to be determined), they will be switched over to the new system

    o For those further on in their process, individual consultations will take place to determine if a switch is appropriate and if so, how to make it work. If a switch is not recommended, the aspirant will have the regular timeline to meet the appropriate committees.

Bringing the Pieces of the Puzzle Together

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Competencies

- Addresses the primary question: **What knowledge, skills, attitudes, and behaviors do we see as core to becoming an effective, competent, emerging supervisor in our programs?**

- Broken down into discreet categories with behavioral descriptors to demonstrate achievement

- Serve as a guide for educators and aspirants

- Allows aspirants to advance based on their ability to master a skill or competency at their own pace

- Although the journey towards certification will include formal benchmarks, evaluations, and presentations, individual learning styles will be a key driver for an aspirant's process

- Are documented and evaluated in the aspirant's portfolio

Highlights

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Sample Competency Rubric

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
PROFESSIONALISM		
Reflective Practice & Self-Care		
Displays self-awareness and reflection in spiritual care practice. Ability to utilize educational resources to develop reflectivity. Demonstrates emotional & spiritual maturity.	Ability to utilize reflection to enhance self-awareness, self-assessment and self-monitoring to evaluate and enhance supervisory practice. Understands and demonstrates the importance of self-care and its use for effective spiritual care and supervisory practice.	Consistently demonstrates self-care/spiritual care/wellness practices. Engages in reflection to evaluate and enhance professional supervisory practice. Demonstrates a broader range of self-awareness, self-assessment and self-monitoring to evaluate and enhance professional practice. Emotional & spiritual maturity utilized in supervisory practice.

Bringing the Pieces of the Puzzle Together

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The Portfolio

- The SES's 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.

- The portfolio will serve as the foundation for each person's Professional Development journey and Peer Review Process.

- Gives both supervisors and aspirants a controlled space to document, review, and analyze content learning

- Portfolio assessment demands the following : clarity of goals, explicit criterion 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 under-standing of what worked for them in the learning process.

- Items in the portfolio will include (but are not limited to) video presentations, all papers/reflections/vignettes written throughout the process, theory integration presentations and evaluations, rubrics illustrating the attainment of competencies, evaluations, and recommendations

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Partial List of Portfolio Materials

- 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
- Supervisory and SES evaluations for each Supervisory unit
- Theory Integration Presentations

Supervisory Practice

- Clinical Vignettes, Unit Structure, curriculum, and educational rationale
- Student summaries
- Program evaluations
- Videos of verbatim, IPR, Individual Supervision

Documentation from Units Supervised by SES

- Students Self-Evaluations and SES's evaluations of students and Program Evaluations

Assessment Rubrics for each of the Competency Areas

Bringing the Pieces of the Puzzle Together

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Theory Integration Presentation

- The focus is designed to be a means of acquiring knowledge of various theories/theorists, theory development, application and evolution, addressing Supervisory Competencies

- During Phase I, SESs will develop theories in Spiritual/ Theology Development, Personality Development and Education

- SESs, along with their Training Supervisor and Theory Integration Presentation Mentor, will choose the presentation modality that best demonstrate the aspirant's use of theories:

  o A written, 15-20 page paper that includes all topic areas

  o Three written, individual papers addressing each topic areas

  o A PowerPoint (or similar) presentation or series of presentations, integrating oral, written, and visual elements

Highlights

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Theory Integration Presentation

Highlights

- The Theory Integration Presentation Mentor will be assigned to the aspirant upon completion of the core curriculum. The mentor will determine when the aspirant's presentation is ready to be reviewed by a committee. The development of the presentation is a dialogical process from the beginning.

- The Theory Integration Presentation Mentor will communicate regularly with the Training Supervisor.

- The theory integration presentation will be assessed according to a rubric that will be used as a guide and teaching tool in the development of the presentation.

- The presentation is not "scored" in the traditional sense; theory presentations are "accepted" when the mentor and the committee determine that it successfully addresses the rubric.

- Aspirants may still have edits to make to their presentations after they have been accepted by the committee.

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Theory Presentation Rubric

	Emerging	Competent
Multi-Cultural/ Multi-Faith	Demonstrates a basic understanding of the multi-cultural, multi-faith dynamics and complexities that are inherent to the educational and supervisory process, but lacks depth and application	Explicitly identifies and addresses multi-cultural, multi-faith dynamics and complexities both in theoretical constructs as well as in examples related to the educational and supervisory process and the clinical setting Demonstrates understanding of how cultural/ethnic identity impacts personality, theology and the educational process.
Group Theory	Describes in a basic a theory of supervision.	Demonstrates an understanding of theory which promotes learning in groups. Describes alternate approaches when their group theory is not working.
Use of Examples	Provides sufficient examples that illustrate therapeutic insights or interventions without connecting them to the student's spiritual care or professional formation, identity and competence.	Clinical examples illustrate the theoretical underpinnings of supervisory practice, as borne out in actual practice Examples include a variety of students and a variety of learning issues.

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The 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 aspirant'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 Persons:
  - Certification Commission Reviewer
  - Theory Presentation Mentor
  - Regional Supervisor Representative
  - A Certification Commissioner who has not been a part of the SES's journey until now
  - A Certified Supervisor of the aspirant's choosing

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Certification

- When all competencies have been met, the aspirant will be granted the status of Certified Supervisor and 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 who was certified without a Professional Development Plan or who has completed their professional development plan as affirmed by the Peer Review Team becomes National Faculty Eligible. This means that should he individual desire, they are eligible to engage in the process of becoming a member of the National Faculty.

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Professional Development

- After the successful completion of the certification process, all are obligated to participate in regular professional development and ongoing maintenance of competence.

- There will be three tracks:
  1. Level I/Level II CPE Educator
  2. Newly Certified supervisors who wish to become National Faculty
  3. National Faculty

- **Professional Development WILL be:**
  - Ongoing consultation
  - Peer Review
  - Curriculum Driven
  - Advanced Training
  - Ongoing Support

- **Professional Development WILL NOT be:**
  - "Just" continuing education
  - Another hoop to jump through
  - Re-evaluation of competence

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National Faculty

Highlights

- All ACPE Supervisors who wish to work with an SES are obligated to participate as National Faculty.

- National Faculty are ACPE Supervisors who agree to engage in a process of ongoing professional development related to the practice of educating SESs.

- For current ACPE Supervisors, anyone who has supervised an SES within the past three years is eligible to be National Faculty.

- ACPE Supervisors who have not supervised an SES within the past three years are eligible to be National Faculty pending engagement and successful progress in a specialized curriculum.

- For newly certified supervisors, National Faculty is an add-on designation for those who either did not have a professional development plan upon certification or for those who have completed their professional development plan.

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Peer Review

Highlights

- For current supervisors, Peer Review is required every 3 years; newly certified supervisors will have an initial peer review after certification and will then go on to the 3 year cycle.

- Records will be kept by the national office and notifications will be sent to all Supervisors due for a review in a given year.

- Peer Review Sub-Committee Chair assigns a peer review committee member to each person to be reviewed. That person will serve as chair of the review and together with the supervisor determine the other participants and the date and location of the review.

- A follow up report form will be completed after the peer review and sent to the national office.

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Workshop Schedule

12:30 pm – 1:30 pm   **Breakout Session 1**
A NEW FRONTIER: Introduction to the Certification Process (reprise)
A NEW DIRECTION: Competency Based Approach to Learning and Evaluation

1:30 pm – 2:30 pm   **Breakout Session 2**
A NEW DIRECTION: Competency Based Approach to Learning and Evaluation
A NEW PEER REVIEW PROCESS: Moving from Competence to Excellence
THEORY INTEGRATION PRESENTATION Formerly known as Theory Papers

2:30 pm – 3:30 pm   **Breakout Session 3**
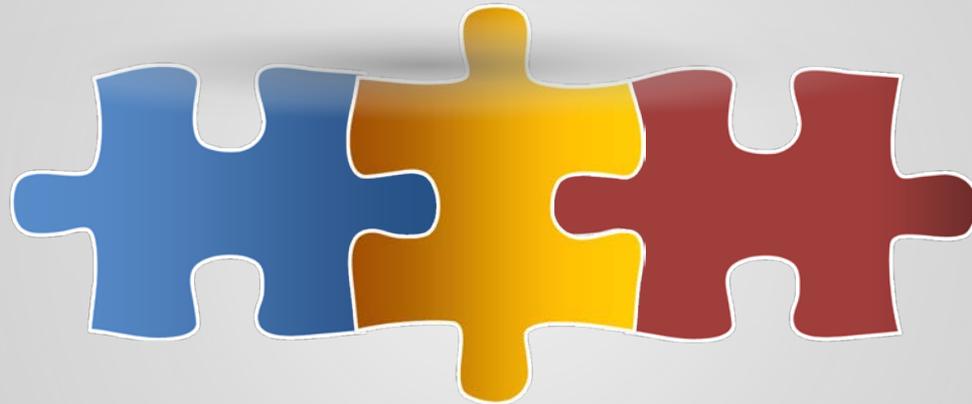**THEORY INTEGRATION PRESENTATION** Formerly known as Theory Papers
A NEW PEER REVIEW PROCESS: Moving from Competence to Excellence

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