Looking to the future of our ACPE...

Proposals for Certification and Professional Development

Certification

The Integration Interview

Certified Supervisor

Who?

National Faculty

Who?

Proposals for the Certification Task Force

Place I

Documenting and Reviewing

Proposals for the Certification Task Force

Place II

National Faculty Eligible

Proposals for the Certification Task Force

Place III

National Faculty Eligible

Proposals for the Certification Task Force

Place IV

Certified Supervisor

Proposals for Certification Task Force

Looking to the future of our ACPE...

The beginning of a bright new day for ACPE...
Looking to the future of our ACPE....

Proposals from the Certification Reform Task Force and the Professional Development Task Force

This framework was endorsed by the Board at its recent meeting in November 2015. Please note that these are not specific details, but rather a broad direction from which the Task Forces will now develop each aspect of the process.
What's new and different in the proposal?

- Formative evaluation processes rather than summative evaluation
  - Creation of a Portfolio managed by the aspirant
- Competency-based assessments
- Building cohorts for aspirants that include peers and other supervisors who lend an eye towards achievement
Process Overview

Admission

Phase I
Focus on Conceptual Competence and Theories—Acquiring knowledge

Phase II
Focus on Integration of Theory and Practice and Person
Admission

Demonstrates significant pastoral and conceptual competence as evidenced by attainment of Level I and Level II Outcomes

Specific Requirements

Up to the Discretion of the Center, but must include:
- Meet Criteria outlined in Standard 403.1
- Face-to-Face Interview
  Includes at least one person from the Regional Certification Committee- can join virtually
- Statement of a Theology of Pastoral/Spiritual Care
- Multicultural Awareness
- Faith Group Endorsement
- Potential as an Educator
Assessment and Evaluation

is ongoing throughout the process and is based on achieving competencies

- Aspirant's training supervisor oversees progress
- Cohort group offers critical feedback and support
- Each SES is assigned a member of the Certification Commission to oversee his/her process

Before a SES is allowed to supervise solo, a formal evaluation will occur with cohort supervisors and additional people who are not directly involved in the SES's training process

Aspirants who are not adequately progressing will be counseled out
The Portfolio

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 to be included in the portfolio:

- Media Presentations
- All Papers written throughout the process
- Rubrics illustrating the attainment of the competencies
- ACPE Academy Module Reflections
- Evaluations and Recommendations
Portfolio Development

Where is it Taught?
Local Center
In-Person Seminars at the National Office
Webinars Through the ACPE Academy
Regional Gatherings
National Conference

What's Included?
Theory Papers
Position Papers
Videos of Supervision Evaluations
Competency Rubrics and Assessments
Records of Module/Webinar Completion

Modalities Utilized
Written Papers
Research Presentations
Webinar/Online Assessment
Face-to-Face Engagement
Video Conferencing
Video Presentation

How is it Evaluated?
Assessment by Cohort
Supervisory Peer Group Assessment
National Theory Paper Reading Team
Integration Interview
Phase I

- Observation followed by participation in the supervision of a Level I/Level II student group
- Completion of a Core Curriculum (via the ACPE Academy)
- Additional Local Curriculum

By the end of Phase I, the SES:

- will participate in a formal review of his/her progress and achievement
- will participate in a portfolio presentation and review with cohort group
- will successfully complete Theory and Educational Papers
Phase II

- Focus on the evolution and application of theories
- Regular clinical/case presentations to local peers and cohort
- Transition from participation in CPE supervision to progressive autonomy—minimum of 2 independently supervised units without co-supervision
The Integration Interview

When an aspirant has reached this stage it is expected that all competencies have been met and thus, 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 process that will include five individuals (beyond the aspirant):
- the Training Supervisor,
- the Theory Paper Mentor,
- the Certification Commission Member who is overseeing the aspirant's process,
- one member of the aspirant's choosing from his/her cohort, AND
- a new representative of the Certification Commission

An outcome of this Interview might be a Professional Development Plan for the Supervisor to be worked on post-Certification.
Certification
Specific Titles are TBD

Certified Supervisor
Can Teach Level I/Level II CPE

National Faculty Eligible

Member of the National Faculty for Supervisory CPE
Certified Supervisor

When an aspirant has achieved a proficient level of competence to function as a supervisor of Level I/Level II students, s/he will be granted this status.

A Certified Supervisor may be given a Professional Development Plan that will include recommendations for continued growth.

A Certified Supervisor will be obligated to the newly developed peer review process.
A Certified Supervisor who was certified without a Professional Development Plan or who has completed his/her Professional Development and participated in the Peer Review Process is 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.
Peer Review Follow-up to Initial Certification

- The Peer Review will take place within two years of initial certification and will pay special attention to evolution of theory (as well as other topics). It will take place in person or virtually via video conference.

- If the Certified Supervisor was given a Professional Development Plan as an outcome of the Integration Interview, the Peer Review Team assumes responsibility for evaluating fulfillment of that plan.

- Upon fulfilling obligations of the Professional Development Plan, the Certified Supervisor becomes National Faculty Eligible.

- Following this initial Peer Review, the Supervisor will then continue with the regular Peer Review Process.
Peer Review for a Certified Supervisor

- Comprised of a minimum of three people who are Certified Supervisors. Additional people may be added at the discretion of the Supervisor or Regional Leadership.

- Regional Peer Review Committee Chair or Certification Chair chooses the team in consultation with the supervisor

- Includes Video and Written Materials

- Supervisor completes a reflection form post review

- National Office maintains schedules of reviews, notes delinquencies and receives summaries of Peer Reviews
National Faculty

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

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.

Who?

Certified ACPE Supervisors who have supervised a supervisory education student within three years of the date this program is implemented will be grand-parented in and automatically recognized as a member of the national faculty.

ACPE Supervisors who have not previously supervised supervisory education who complete the core curriculum and work with a mentor.

All National Faculty, no matter how long they have held the title, will participate in an ongoing process (see next slides)
Becoming a member of the National Faculty going forward...

The process to become a member will include the continued development of the Supervisor's portfolio with specific items to be determined.

Admission will be determined by current members after a thorough review of the portfolio and an interview (in person or via video-conference).

**General Requirements:**

- a commitment to additional continuing education specific to supervisory education
- a willingness to complete a core curriculum for supervisory education
- Participate (in person or via video-conferencing) in ongoing consultation with other SES supervisors, where there is active sharing and critiquing of each other's work.
Supervisory Education Curriculum Highlights

- Practice and Theory Integration/ Theoretical Foundations
- Program management and Curriculum Development
- Use of Self and Relationship
- Intentional Use of Consultation
- Supporting Identity Formation
- Teaching of Supervisory Skills and Strategies
Peer Review for Members of the National Faculty

- The SES supervisor is expected to be part of a regular, on-going consultation group.

- Must include 3 (or more) Certified Supervisors who are members of the National Faculty.

- Regional Peer Review Committee Chair or Certification Chair chooses the team in consultation with the supervisor.

- Includes Video and Written Materials

- Supervisor completes a reflection form post review

- National Office maintains schedules of reviews, notes delinquencies and receives summaries of Peer Reviews
THIS IS NOT THE END

THE BEGINNING

THIS IS THE