ACPE Standards Revised 2016

Changes from ACPE Standards 2010
By The Standards Committee

The 2016 Standards and Manuals are published on the ACPE website and will be effective January 1, 2016. The Standards Committee is providing rationale for the substantive changes to help clarify their reasoning. To share a comment or seek further clarification go to https://standardschairacpe.edublogs.org.

Mission to Mission and Vision

<table>
<thead>
<tr>
<th>2010</th>
<th>Mission of ACPE</th>
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<tbody>
<tr>
<td></td>
<td>The Association for Clinical Pastoral Education, Inc. (ACPE) is a professional association committed to advancing experience-based theological education for seminarians, clergy and lay persons of diverse cultures, ethnic groups and faith traditions. ACPE establishes standards, certifies supervisors and accredits centers to provide programs of clinical pastoral education (CPE) in varied settings. ACPE approved programs promote the integration of personal history, faith tradition and the behavioral sciences in the practice of spiritual care.</td>
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<thead>
<tr>
<th>2016</th>
<th>Mission and Vision of ACPE</th>
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<tbody>
<tr>
<td></td>
<td>Mission</td>
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<tr>
<td></td>
<td>Advancing exceptional experience-based theological education and professional practice to heal a hurting world.</td>
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<tr>
<td></td>
<td>Vision</td>
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<tr>
<td></td>
<td>We will be an organization where people of diverse faith traditions, backgrounds, and cultures collaborate to provide innovative experiential education. We will lead in the theory and practice of clinical education for spiritual care. We will promote and broaden the provision of quality professional theological education in a variety of settings.</td>
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| Rationale | ACPE Board approved an undated Mission and separated Mission into Mission and Vision. This change was adopted by the ACPE body in the 2010 Revised 2015 Standard |

<table>
<thead>
<tr>
<th>Standard 100</th>
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<tbody>
<tr>
<td>2010</td>
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<tr>
<td>2016</td>
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</tbody>
</table>
**Rationale**
ACPE cannot hold non-members of ACPE accountable to ACPE code of conduct. Further it is established in Standard 304.7 that each center shall establish a code of conduct for students within its ACPE-CPE programs.

**Code of Professional Ethics**

**2010**
ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the Accountability for Ethical Conduct Policy Report Form (Appendix 1) and to promptly provide notice to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization’s forum.

**2016**
ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the Accountability for Ethical Conduct Policy Report Form (ACPE 2016 Standards) yearly and return it with their annual ACPE dues. Members are required to provide promptly notice on this form (available at www.acpe.edu) to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or professional organization’s forum, including complaints within ACPE or APC.

**Rationale**
The addition of yearly was to keep records current and to maintain high standards of practice and accountability. Accreditation will resolve the logistics for accomplishing this.

**Standard 200 Complaints**

**2010**
ACPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. If differences are not resolved, a complaint involving an alleged violation of the ACPE ethical or educational standards may be filed in accordance with the procedures set forth in Processing Complaints of Ethics Code Violations, Policy for Complaints Alleging Violations of Educational Standards in Educational Programs, or Policy for Complaints Against the Accreditation Commission respectively.

**2016**
ACPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. If differences are not resolved, a complaint involving an alleged violation of the ACPE ethical, educational or certification standards may be filed in accordance with the procedures set forth in Processing Complaints of Ethics Code Violations, Policy for Complaints Alleging Violations of Educational Standards in Educational Programs, Policy for Complaints Against the Accreditation Commission, or Policy for Complaints Against the Certification Commission respectively.

**Rationale**
The Ethics Commission has clarified the processes for grievances or complaints so that concerns are addressed to the appropriate sources of accountability.

**Standard 200 Complaint**

**2010**
On occasion, there may be overlap between the ethics and the education standards implicated in complaints. ACPE will follow its processes in such complaints according to its discretion and may use either or both Commissions.

**2016**
On occasion, there may be overlap between the ethics and the education or certification standards implicated in complaints. ACPE will follow its processes in such complaints according to its discretion and may use either or both Commissions.

**Rationale**
The addition of ‘certification’ to bring into congruence with the above.
**Standard 302.3 (Accredited Centers) provide at least the following components**

2010  
a written agreement that specifies the relationship and operational details between the center and any agency(ies) whenever a program uses elements for many agency(ies) external to itself.

2016  
whenever a center uses CPE program elements external to itself, a written agreement that specifies the relationship and operational details is required.

**Rationale**  
Seeking greater clarity and to speak to all such occasions when any center uses CPE program elements external to itself.

**Standard 304.8 (provide all policies and procedures in writing)**

2010  
a statement of student rights and responsibilities.

2016  
a statement of student rights and responsibilities. Centers using videoconferencing methodology must include a statement of students’ and supervisors’ rights and responsibilities related to the use of the technology.

**Rationale**  
Distance Learning has been determined to be only a different modality for providing education. Therefore no extensive additions to the Standards were needed to allow for an accredited ACPE Center to provide Distance Education. The statement clarifies what must be provided when offering the Distance Learning modality of education.

**Standard 308.6.6 (308 Program standards; 308.6 instructional plan)**

2010  
(no 308.6.6)

2016  
the CPE Level II curriculum involves two or more program units of CPE.

**Rationale**  
This statement was moved from an introduction section for 312 to 308.6.6 to establish it as a program standard and not confuse it with objectives and outcomes.

**Standard 308.9.5**

2010  
personal ethics and professional ethics

2016  
personal ethics, applied clinical ethics and professional ethics.

**Rationale**  
The reason for the addition of ‘applied clinical ethics’ was to incorporate current thinking within healthcare ethics and to broaden and enhance the supervisory education curriculum.

**Standard 308.11 (308 Program standards; 308.11 Distance Learning)**

2010  
(not in 2010)

2016  
When there is geographic distance between the CPE supervisor and students, electronic presence, i.e., video conferencing, is allowed as an alternative to physical presence.

**Rationale**  
Distance learning strategies are being employed throughout the field of education. In order to assure quality and continuity of programming Standards engaged an extensive study of best practices around distance learning. This is a first step in recognizing and integrating a wide spread practice into our standards.

**Standard 309.6 (Objectives: Pastoral Competence)**

2010  
to develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups
to develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences and applied clinical ethics in their pastoral care of persons and groups.

Rationale The addition of ‘and applied clinical ethics’ was added here and other places for the reason offered above in reference to 308.9.5

**Standard 311.1 (Outcomes CPE Level I)**

2010 articulate the central themes of their religious heritage and the theological understanding that informs their ministry.

2016 articulate the central themes and core values of one’s religious/spiritual heritage and the theological understanding that informs one’s ministry.

Rationale The critique is that our language is narrow and excludes many. These additions as well as the ones that follow are looking to widen our lens and make room for those whose concepts are grounded differently.

**Standard 311.2 (Outcomes CPE Level I)**

2010 identify and discuss major life events, relationships and cultural contexts that influence personal identity as expressed in pastoral functioning.

2016 identify and discuss major life events, relationships, social location cultural contexts and social realities that impact personal identity as expressed in pastoral functioning.

Rationale These additions are attempts to broaden our cultural competence and to engage another level in the formation of cultural humility.

**Standard 311.4**

2010 risk offering appropriate and timely critique.

2016 risk offering appropriate and timely critique with peers and supervisors.

Rationale The changes to the outcomes were a first effort at revision. It was determined that while there are areas for improvement, a full revision was not in step with the other levels of development currently being pursued by ACPE. The changes that were recommended then sought to make what we currently have clearer and more inclusive. This would apply to 311.4, 311.8, and 311.9.

**Standard 311.8**

2010 use the clinical methods of learning to achieve their educational goals.

2016 use the clinical methods of learning to achieve one’s educational goals.

Rationale the use of the word their seemed incorrect as the standard is addressing an individual person’s learning goals. (See rationale in 311.4)

**Standard 311.9**

2010 formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

2016 formulate clear and specific goals for continuing pastoral formation with reference to one’s strengths and weaknesses as identified through self-reflection, supervision and feedback.
Rationale  the additional wording seeks to draw focus in a student’s strengths and weaknesses within the CPE process vs personal strengths and weaknesses as CPE goals (See rationale in 311.4)

Standard 312 Outcomes of CPE Level II (Introduction)

2010 The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. Level II curriculum involves at least two or more program units of CPE.

The supervisor determines whether the student has completed Level II outcomes based on the student’s competence. The supervisor must document completion of Level II outcomes in the student’s final evaluation.

2016 The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. The supervisor’s final evaluation will include a statement attesting to the competence demonstrated at the time of the evaluation.

Rationale The changes to this statement involved seeking to place program standards with other program standards thus 308.6.6 and, to address the use of the word “complete”. In ACPE this is a technical term that was being used incorrectly causing confusion for those pursuing supervisory education. To complete a program of CPE means that a person has participated and fulfilled all the requirements for credit. It does not speak to what was learned or skills improved or perspective deepened. Additionally CPE supervisors do not certify students for anything other than ACPE supervisor which has a specific program and process. What a CPE supervisor does is provide her/his assessment and perspective/opinion of the students work and effectiveness at the time. Bottom line, these changes were to offer greater clarity of process and expectations.

Standard 312.1

2010 articulate an understanding of the pastoral role that is congruent with their personal and cultural values, basic assumptions and personhood.

2016 articulate an understanding of the pastoral role that is congruent with one’s personal and cultural values, basic assumptions and personhood.

Rationale see rationale for change in Standard 311.9

Standard 312.2

2010 provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice issues without imposing their own perspectives.

2016 provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice and applied clinical ethics issues without imposing one’s own perspectives.

Rationale Please refer to 308.9.5
Standard 312.3
2010 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

2016 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources.

Rationale Please refer to 311.4

Standard 313.1
2010 to develop supervisory students’ knowledge in theories and methodologies related to CPE supervision drawn from theology; professional, and organizational ethics; the behavioral sciences; and adult education

2016 to develop supervisory students’ knowledge in theories and methodologies related to CPE supervision drawn from theology; professional, applied clinical and organizational ethics; the behavioral sciences; and adult education.

Rationale Please refer to 308.9.5

Standard 315.6
2010 demonstrates awareness of how one’s culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

2016 ability to explicate how one’s personal history and culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning

Rationale Counsel we received was that the task of demonstrating was looked for at the final review and that at this stage in the process what is sought is awareness and the ability to discuss how one’s story and culture affects one’s identity and practice.

Standard 319.1
2010 integrates educational theory; knowledge of behavioral science, theology, and pastoral identity into supervisory function.

2016 integrates educational theory; knowledge of behavioral science, applied clinical ethics, theology, and pastoral identity into supervisory function.

Rationale Please refer to 308.9.5

Standard 400Certification (Introduction paragraph three)
2010 Entry into the formal certification process requires successful completion of at least four units of CPE (Level I/Level II) and demonstration of having met CPE (Level I/Level II) outcomes. (See ACPE Certification Manual.)

2016 Entry into the formal certification process requires (1) successful completion of at least four units of CPE (Level I/Level II) and (2) 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.

Rationale Clarifying two separate components, and, addressing the confusing concept of “having met CPE
outcomes”. At the certification level we are looking to establish pastoral competencies that span the range of areas raised in the outcomes for programs of CPE. This may be attested to by either having achieved certification by an ACPE-recognized organization or through the assessment of one’s CPE supervisor in the student’s final evaluation. While the current competency will be assessed through the certification process, the requirement is that the applicant has demonstrated competency to ones recognized as able to assess what is being sought for entrance into the Supervisory education process.

**Standard 404.5 & 6 Pastoral Competence (Demonstrates)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2010</td>
<td>(404.5 &amp; .6 not in standards)</td>
</tr>
</tbody>
</table>
| 2016 | 404.4 self-supervision of own on-going pastoral practice  
404.5 refinement of professional identity as a clinical pastoral educator  
404.6 ability to explicate how one’s personal history and culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning |

**Rationale**

These three items add clarity of the expectations required of the student at the supervisory candidate level

**Standard 405.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2010</td>
<td>is familiar with diverse conceptual frameworks in pastoral theology and the behavioral and social sciences as they relate to pastoral functioning.</td>
</tr>
<tr>
<td>2016</td>
<td>is familiar with diverse conceptual frameworks in pastoral theology, applied clinical ethics and the behavioral and social sciences as they relate to pastoral functioning.</td>
</tr>
</tbody>
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**Rationale**

Please refer to 308.9.5

**Standard 408 Supervisory competence**

<table>
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<tr>
<th>Year</th>
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| 2010 | 408.1 completes the objectives and outcomes of Supervisory CPE.  
408.2 chooses among methods of individual and group supervision.  
408.3 plans, organizes and implements a unit of CPE.  
408.4 relates to and uses interdisciplinary teaching resources.  
408.5 critiques one’s supervisory methodology based on feedback.  
408.6 demonstrates collegial competence. |

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| 2016 | The Associate Supervisor will be able to demonstrate a theoretical understanding for, and competence in, administering and conducting CPE Level I/Level II programs.  
408.1 demonstrates a broadly understood and applied pastoral identity which is congruent with one’s pastoral practice (cf. Standard 315).  
408.2 demonstrates the ability to supervise student learning in individual and group contexts (cf. Standard 317).  
408.3 demonstrates the ability to plan, organize and implement a unit of CPE Level I/Level II (cf. standard 318).  
408.4 demonstrates the ability to implement one’s theory of supervision (cf. Standard 316)  
408.5 critiques one’s supervisory methodology based on feedback.  
408.6 demonstrates the development of an effective supervisory relationship (cf. Standard 319).  
408.7 demonstrates collegial competence. |
**Rationale**
The listing was rewritten to better reflect the outcomes for Supervisory CPE and to direct the focus at this juncture on one’s ability to demonstrate one’s competency in the various areas. The movement here is to have gone from knowledge of and critical understanding toward a level of facility with the material that one has assimilated and is able to effectively work with the concepts.

**Standard 413 Continuation of Supervisory Statuses**

**2010**
Continuation of Supervisory Statuses contingent upon:

1. adhering to the ACPE Code of Professional Ethics
2. demonstrating spiritual and educational growth
3. supervising students in an ACPE accredited program at least once every three years or participating in other CPE-related educational activities.
4. maintaining ordination or commission to function in ministry by an appropriate religious authority
5. maintaining faith group endorsement.
6. participating in peer review at least every five years in accordance with regional procedures.
7. maintaining membership in ACPE

**2016**
Preservation of one’s status as ACPE Supervisor is contingent upon:

1. adhering to the ACPE Code of Professional Ethics as attested to by one’s professional peers and constituents through on-going program review
2. completing and documenting 50 hours minimum of continuing education and spiritual development annually.
3. supervising students in an ACPE accredited program at least once every three years or participating in other CPE-related educational activities.
4. maintaining faith group endorsement.
5. maintaining ACPE membership in good standing.
6. participating in peer review at least every five years in accordance with regional procedures.
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.
8. maintaining appropriate supervisor/student ratio.
9. demonstrating ongoing written and verbal communication skills that are articulate, professional, and cohesive.
10. demonstrating cultural humility and multicultural competence.

**Rationale**
The core objective was to establish the base line standards for maintaining ones status as a certified supervisor would be to maintain the competencies established upon certification. ACPE is in the process of asserting high levels of quality and accountability. These additions provide the baseline for what the organization believes it can assert regarding anyone of our certified supervisors. In cases where there may be question this foundation is available for critical conversation and action.

**Standard 414 Reciprocity for CPE Supervisor Status**

**2010**
Procedures and guidelines for reciprocity shall be included in the ACPE Certification Manual (Part Two, IV. K. p. 42). Organizations with which ACPE has reciprocity were published on the ACPE website.

**2016**
Procedures and guidelines for reciprocity shall be included in the ACPE **2016 Certification Manual** (Part Two, IV. K.). The ACPE Program Manager will provide the names of organizations with which ACPE has reciprocity to applicants seeking reciprocity.
**Rationale**
Because of the changing landscape of the most current listing is with the ACPE program Manager. The intent is to provide updated information.

**Appendix 1**

2010  
(no note at the bottom of page)

2016  
**Note:** Members complete this form yearly and return with annual ACPE dues payment.

**Rationale**
As a reminder to all, this “ACCOUNTABILITY FOR ETHICAL CONDUCT POLICY REPORT FORM” is due yearly.

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