APPENDIX 9
Association for Clinical Pastoral Education
Supervisory Certification Process: Theoretical and Conceptual Competence
Readers’ Composite Report on Theory Position Papers

Name of Candidate:
ACPE Region of Candidate:
Names of Readers:
Name of Convener:
ACPE Region of Readers:
Date of Readers’ Report:

Report is for _____ First submission of papers
_____ 1st Rewritten paper(s) _____ Date
_____ 2nd Rewritten paper(s) _____ Date
_____ Face to face review of paper(s) not passed after 2nd rewriting _____ Date
_____ Theory Paper Mentoring Process _____ Date (s)

<table>
<thead>
<tr>
<th>Name of Paper</th>
<th>Overall Assessment: Please indicate beside each paper whether it is Passed, Not Passed, Already Passed or not submitted at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological/Spiritual Perspective</td>
<td></td>
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<tr>
<td>Personality Theory</td>
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<tr>
<td>Education Theory</td>
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Instructions: The Convener will prepare the Composite Report based on a consensus of the readers.

1. The report is divided into three (3) sections, one for each of the position papers—
thematic/spiritual perspective, personality, and education.

2. The grid for each Position Paper has three (3) sections that are used to evaluate the paper:
   a. Content
   b. Integration
   c. Mastery of Materials

3. Rate each numbered item on the grid for each position paper as:
   1= Accomplished .5 = Adequate 0 = Developing

4. An “Accomplished” receives one (1) point. An “Adequate” receives ½ point (.5).
   “Developing” receives zero point (0).

5. Total the points for each section of each Position Paper. An overall score is required
to pass each paper. The total points for each paper are as follows:
Supervisory Candidate:

Theology/Spiritual Perspective Paper = \( \geq 20 \) points

Personality Theory Paper = \( \geq 19 \) points

Education Theory Paper = \( \geq 23 \) points

6. If only one or two paper(s) are being considered upon submission, the other grid section(s) for the other paper(s) may be omitted. You may also combine your report onto one grid, by designating the different comments in different colors.

7. Open the header at the top of the page and insert the name of the Candidate so that it will appear on each page.

*Do you wish to nominate the Theological/Spiritual Perspective Paper for the Len Cedarleaf Award?  ___

Note: Theological/Spiritual Perspective Position Papers, which are deemed excellent may be nominated for the Len Cedarleaf award, given annually by the ACPE Pacific Region in honor of Len Cedarleaf, a pioneer ACPE Supervisor from that region and former President of ACPE, Inc. The recipient of the award will have the theology paper published in Reflective Practice: Formation and Supervision in Ministry and receive monetary gift.
THEOLOGICAL/SPIRITUAL PERSPECTIVE POSITION PAPER

Content

The writer satisfactorily answers the questions for the paper (ACPE Certification Manual, 3b.i)

Writer demonstrates theological/spiritual acumen as it relates to the supervisory task by explicating:

1. How he/she understands persons as creatures of God or understands persons in relationship to ultimate reality as defined in his/her spiritual tradition; and

2. How that understanding informs his/her practice of supervision.

3. Writer reflects critically upon his/her religious/spiritual heritage and current beliefs/theological practice in relationship to ACPE’s culture and mission.

   Writer develops how she/he thinks theoretically, based on his/her faith tradition, about:

   4. Interpersonal relationships;

   5. Human suffering; and

   6. Relationship with God or ultimate reality

7. Writer reflects critically upon which theologians, teachers and/or spiritual resources inform his/her theological stance.

   Writer demonstrates an understanding of:

   8. The interplay between his/her cultural context and theological/spiritual perspective, formation, or development as it is understood in his/her faith tradition; and

   9. How spiritual care is offered in a multicultural, multifaith environment.

Total points for “Content” section /9

Integration

1. Writer demonstrates an integration of related disciplines and pastoral education.

2. Writer gives evidence of substantial knowledge of major concepts and references in the field.

3. Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.

4. Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.

   Writer demonstrates “critical purchase” by:

   5. Critically examining the implications of and the strengths and weaknesses of his/her theorists’ views; and

   6. Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views.

7. The writer’s theoretical position in his/her Theological/Spiritual Perspective Position Paper is congruent with, enhances, and informs the position in his/her Personality Theory Position Paper.

8. The writer’s theoretical position in the Theological/Spiritual Perspective Position Paper is congruent with, enhances, and informs the position in his/her Education Theory Position Paper.

Total points for “Integration” section /8

Mastery of Materials

1. Writer represents theorists and resources accurately and in context.

2. Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.

3. Writer assimilates materials into a coherent whole vs. awkwardly splicing quotations in the text.

4. Writer articulates the theoretical “why” informing his/her supervision rather than elaborating on the methodological “what” or “how” of supervision. (For example, the writer uses theory to
Supervisory Candidate:

develop a theoretical case for a narrative theology/spiritual perspective approach to supervision (the “why”) vs. narrating a student’s spiritual journey in a CPE unit (the “what/how”).

5 Clinical examples illustrate the theoretical underpinnings of supervisory practice.

6 Writer uses clinical examples to illustrate how the theory has been or can be applied in a realistic way in the real world setting of CPE.

7 Writer uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory.

8 Writer’s development of the paper and its syntax, spelling, format, punctuation, etc., is of graduate level quality.

<table>
<thead>
<tr>
<th></th>
<th>Total points for “Mastery of Materials” /8</th>
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<tbody>
<tr>
<td></td>
<td>Total points overall for Theological/Spiritual Perspective Position Paper /25</td>
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<tr>
<td></td>
<td>Overall Assessment: Accomplished/Adequate/Developing Passed ≥ 20 points</td>
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Readers’ Comments on Theological/Spiritual Perspective Position Paper
### PERSONALITY THEORY POSITION PAPER

#### Content

The writer satisfactorily answers the questions for the paper (ACPE Certification Manual, 3b.ii):

Writer demonstrates understanding of a personality theory as it informs supervisory practice by:

1. Explicating which personality theory/theorists inform his/her understanding of:
   - 1. human nature; and
   - 2. personality development (e.g., psychodynamic, narrative, cognitive-behavioral, dialectical-behavioral, etc.)

2. Demonstrating how one’s personality theory informs his/her supervisory assessment.
3. Demonstrating how one’s personality theory informs his/her supervisory goals.
4. Demonstrating how one’s personality theory informs his/her supervisory strategies.
5. Demonstrating how one’s personality theory informs his/her supervisory interventions.
6. Demonstrating a clear understanding of how cultural/ethnic identity development is integral to understanding personality development, (e.g., age, gender, and sexual orientation).

**Total points for “Content” Section /7**

#### Integration

1. Writer demonstrates an integration of related disciplines and pastoral education.
2. Writer gives evidence of substantial knowledge of major concepts and references in the field.
3. Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.
4. Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.

   Writer demonstrates “critical purchase” by:
   - 5. Critically examining the implications of and the strengths and weaknesses of his/her theorists’ views; and
   - 6. Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views.

5. The writer’s theoretical position in his/her Personality Theory Position Paper is congruent with, enhances, and informs the position in his/her Theological/Spiritual Perspective Position Paper.
6. The writer’s theoretical position in the Personality Theory Position Paper is congruent with, enhances, and informs the position in his/her Education Theory Position Paper.

**Total points for “Integration” section /8**

#### Mastery of Materials

1. Writer represents theorists and resources accurately and in context.
2. Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.
3. Writer assimilates materials into a coherent whole vs. awkwardly splicing quotations in the text.
4. Writer articulates the theoretical “why” informing his/her supervision rather than elaborating on the “what” or “how” of supervision. (For example, the writer uses theory to develop a theoretical case for a narrative theology/spiritual perspective approach to supervision [the “why”] vs. narrating a student’s spiritual journey in a CPE unit [the “what/how”]).
5. Clinical examples illustrate the theoretical underpinnings of supervisory practice.
6. Writer uses clinical examples to illustrate how the theory has been or can be applied in a realistic way in the real world setting of CPE.
Supervisory Candidate:

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**Total points for “Mastery” section** /8

**Total points overall for Personality Theory Position Paper** /23

**Overall Assessment:** Accomplished/Adequate/Developing

Passed ≥ 19 points

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**Readers’ Comments on Personality Theory Position Paper**
**Content**

The writer satisfactorily answers the questions for the paper *(ACPE Certification Manual, 3b.iii)*

Writer demonstrates his/her theoretical understanding of the teaching/learning process inherent in supervision by:

Articulating a theoretical understanding of how persons learn:
- 1 Individually;
- 2 Dialogically; and
- 3 In groups.

Demonstrating a clear understanding of:
- 4 The clinical method of learning;
- 5 How people learn by the clinical method; and
- 6 Why it is essential.

7 Explicating which theory of group dynamics informs his/her supervision/education.

Explicating how his/her educational theory guides the goals and decision-making in his/her supervisory process with:
- 8 Individuals; and
- 9 Groups.

Demonstrating a clear understanding of:
- 10 Why and how he/she evaluates students and their work; and
- 11 How his/her educational theory informs the writing of student evaluations.

12 Examining critically how culture influences the educational process.

**Total points for “Content” section /12**

**Integration**

1 Writer demonstrates an integration of related disciplines and pastoral education.

2 Writer gives evidence of substantial knowledge of major concepts and references in the field.

3 Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.

4 Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.

Writer demonstrates “critical purchase” by:
- 5 Critically examining the implications of and the strengths and weaknesses of his/her theorists’ views; and
- 6 Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views.

7 The writer’s theoretical position in his/her Education Theory Position Paper is congruent with, enhances, and informs the position in his/her Theological/Spiritual Perspective Position Paper.

8 The writer’s theoretical position in the Education Theory Position Paper is congruent with, enhances, and informs the position in his/her Personality Theory Position Paper.

**Total points for “Integration” section /8**

**Mastery of Materials**

1 Writer represents theorists and resources accurately and in context.

2 Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.
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**Total points for “Mastery” section** /8

**Total points overall for Education Theory Position Paper** /28

**Overall Assessment**: Accomplished/Adequate/Developing

Passed ≥ 23 points

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**Readers’ Comments on Educational Theory Paper**

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**THE PAPERS COMBINED**

Feedback on the entire packet of papers, including the Introduction and Preface