

The NSW College of Clinical Pastoral Education



HANDBOOK



Acknowledgements

This handbook is the result of a cooperative effort by many people, and we gratefully acknowledge their part in its development. It is always in the process of revision and will be updated regularly.

To ensure that CPE units are comparable across Australia and New Zealand, common standards for Foundational and Advanced Units have been developed for adoption by the six Australian state bodies and by the New Zealand Association for CPE. Common standards have also been agreed for supervisor formation and accreditation. The NSW College of CPE moved to adopt both sets of standards in 2020 subject to modifications agreed by the NSW College of CPE. These modified standards are set out in Sections 6-11 of this Handbook.

Revised August 2023

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1. History of the New South Wales College of Clinical Pastoral Education

After a number of planning meetings in 1962, Council for Clinical Pastoral Education in NSW (now the New South Wales College of Clinical Pastoral Education Inc herein after referred to as NSWCCPE Inc) was formed in April 1963 to promote Clinical Pastoral Education (herein after referred to as CPE) activities in NSW. This included training courses for theological students and ministers and interprofessional seminars, "leading to a fuller understanding and acceptance of the distinctive contribution of the pastoral ministry."

The Council's Constitution of July 1963, revised in August 1977, allowed for denominational representatives from seven participating Protestant Churches and the Catholic Church, plus representatives from general and psychiatric hospitals, prisons and the NSW State Committee of the Australian Council of Churches. Other denominations and regional CPE organisations could be given representation by application to the Council.

During the 1960's, the Council sponsored CPE Programs. These consisted of Hospital Orientation Courses for theological students; interprofessional Pastoral Care seminars, including care for local clergy at various city hospitals; live in seminars for country ministers; an "Advanced Seminar in CPE" (a full week's course in hospital chaplaincy led by Rev Leslie Hahn of Victoria) and participation in training activities for other disciplines.

Training in CPE Supervision included, in 1965, a course for Hospital Orientation Course Supervisors involving two full weeks plus eight 1½ hour tutorials; in 1966, a seminar for chaplains led by Dr Graeme Griffin; and in 1968, previously trained supervisors of hospital orientation courses ran training workshops for new "Assistant Supervisors".

In 1970, planning was started for a one-hundred-hour Clinical Training Program in pastoral care, to be attended on a part-time basis, along the lines of American CPE Programs. The first such intensive CPE courses run by the NSW Council were (i) the 1973 Chaplaincy Training Course led by Rev George Stewart and Rev Geoff Simmons, and (ii) the 1973 Pastoral Care Training Course for Newcastle clergy led by Rev Eric Stevenson.

Since 1973, the Council (now NSWCCPE Inc) has sponsored further programs in CPE including (a) pastoral care training courses of half a day a week for ten and twenty weeks for local clergy and lay people; (b) the Annual Chaplaincy Training Courses; and (c) full time and part time units at Gladesville, Kenmore and Royal North Shore Hospitals. In the succeeding years more CPE Centres have been opened.

In 1980, the Council published its first booklet setting out its standard for different levels of accreditation for supervisors. This booklet has been revised over the years to meet the changing circumstances. Since 1981, NSWCCPE has endorsed Units of Supervisory training. In 1982, NSWCCPE formally recognised its first Trainee Supervisors and accredited its first Supervisor Trainer.

In 1990, the CPE bodies in the Australian States and New Zealand together formed the Australia and New Zealand Association for CPE (herein after referred to as ANZACPE). The Association was formed as a forum for the discussion of matters of general concern and as a means of facilitating a mutual recognition of supervisors within the area. To this end it has developed a standard for Clinical Pastoral Educators (formerly Level II Supervisors) and at its Annual Conferences Clinical Pastoral Supervisors seeking accreditation or reaccreditation as Educators are often reviewed. ANZACPE does not accredit but recommends accreditation of the successful applicant to their Member Association.

In 1992, the Council was restructured under the New South Wales Associations Incorporation Act. This was done to enable graduates of CPE Programs to hold membership in the Council and for the Council to have an elected Executive Committee. A number of committees were formed in order to involve more members in the activities of the Council.

In 1999, the NSWCCPE Inc became an affiliated institution with the Sydney College of Divinity in order to provide a Master's Degree in Pastoral Supervision as part of its supervisory training. It also changed its name to the NSW College of CPE Inc.

Accreditation of Supervisors

From October 1973, the Council was looking seriously at developing an accreditation procedure to ensure the quality of CPE Supervision in NSW. Interstate and overseas standards of accreditation were studied. A Supervisors' Training Group was established in 1976 to provide peer supervision for people authorised by the Council to supervise CPE Programs and to focus the Council's planning of accreditation procedures. Two levels of accreditation were recognised in 1978, arising from the previous practice of the Council and the recommendation of the Supervisors' Training Group.

The two accreditation levels were:

Acting Supervisors – authorised by the Council to function as supervisors, under the supervision of the Supervisors' Training Group, while working towards completing the Council's requirements for accreditation

Supervisors – fully accredited CPE Supervisors who had completed the accreditation requirements of the Council.

In February 1979, an Accreditation Committee was appointed by the Council (a) to examine the credentials of applicants wishing to become CPE Supervisors, (b) to assess them on behalf of the Council as to their ability as supervisors of CPE and (c) to make recommendations on accreditation to the Council, which is the accrediting body. The Accreditation Committee also assessed programs in CPE for which the Council's recognition was being sought. A panel of consultants from other professions was appointed in 1979 to assist the Accreditation Committee in its assessments.

In 1980, a third level of accreditation was added. **Supervisor Trainers** were experienced CPE supervisors authorised by the Council to train other supervisors.

In 1996 the Council determined that because NSW applicants for accreditation at ANZACPE were having difficulty, the NSW process for accreditation should be changed to be similar to the Association for Supervised Education in Australia, which was located in Victoria. This rewrite was completed in 1998. At the same time, the names for the three levels of supervisory accreditation were changed to the developing terminology within ANZACPE, the names being Level I, Level II, and Level III Supervisor.

At the ANZACPE conference held in Adelaide in September 2019, common ANZACPE standards were proposed for CPE units, and the name changed from Basic to Foundational units. Also proposed was common terminology for the levels of supervisor accreditation: CP Supervisor, CP Educator, and Education Consultant. The term 'Provisional' is used in place of 'Acting' to refer to supervisors-in-formation and supervisors working towards the next level of accreditation. These proposals were accepted in principle with representatives tasked with taking the recommended proposals back to their associations.

The ANZACPE standards and terminology were adopted by the NSWCCPE Council in 2020. It has taken a few years to become accustomed to using the new terminology. In early 2023, the College Council approved the use of the term 'Specialist Unit' to replace 'Advanced Unit' in reference to CPE 3.

SECTION 2: DEFINITIONS

See 2016 Handbook

SECTION 3 NSWCCPE COUNCIL

See 2016 Handbook

SECTION 4 NSWCCPE COMMITTEES

See 2016 Handbook

SECTION 5. INTRODUCTORY CPE

5.1 Preamble

This 40-hour course seeks to introduce participants to the role and practice of pastoral and spiritual care. It invites participants to grow in awareness of self and others. It provides participants with an opportunity to assess their capacity to offer pastoral and/or spiritual care to others.

5.2 Outcomes

At the end of the course participants will be able to:

1. Define the role of pastoral and spiritual care
2. Identify the scope and boundaries of the pastoral role
3. Demonstrate a capacity for reflective pastoral practice
4. Articulate their motivation as pastoral and spiritual carers
5. Demonstrate an awareness of how they relate with others
6. Begin the process of reflecting theologically and/or spiritually

5.3 Essential Elements

- 40 hours including group work (in person or online), didactic presentations and coursework
- Peer group (recommended minimum group of 5 - 6 participants)

5.4 Core Content

- What is Pastoral Care
- Pastoral Identity
- Listening and responding skills
- Empathy
- Self-Care
- Introduction to the Action/Reflection model of learning
- Introduction to Grief and Loss
- Introduction to Theological Reflection
- Introduction to Spirituality and Spiritual Reflection
- Scope of the Pastoral Role including boundaries, confidentiality, and privacy
- Spiritual Care in a secular, multi-faith, multicultural context
- Awareness of Health Service Protocols such as Hand Hygiene and Infection Control
- 10 Child Safety Standards

5.5 Optional Content Areas: Depending on the particular needs of course participants, the program may also include:

- Pastoral Care in an Aged Care context
- Understanding Dementia
- Pastoral and spiritual care in a Mental Health/Drug and Alcohol context
- Cultural Diversity
- Ageing Process
- Place of liturgy and ritual

5.6 Assessment: Satisfactory completion of the course (attendance and group participation)

- Two written assessments tasks (total 1,000 to 1,500 words)
 - Verbatim report (guide 750 - 1000 words)
 - Other as defined by supervisor (guide 250 - 500 words)

SECTION 6 STANDARDS AND OBJECTIVES: FOUNDATIONAL CPE

6.1.1 Description

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. It is a total learning process, using an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), and with knowledge of the behavioural sciences (who we are as human beings).

It is widely recognised as professional training for the practice of pastoral care. It brings students seeking experience as pastoral/spiritual practitioners into supervised encounters in a variety of circumstances and institutions. Students develop effectiveness in ministry through intense involvement with people and through feedback from peers and supervisors.

CPE encourages learning from 'living human documents' through pastoral encounters with people in challenging and stressful situations. Its model of learning is action/reflection. The 'action' component entails practical experience in the work of pastoral/spiritual care within a pastoral care setting. This care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The 'reflection' component entails the exploration, articulation and integration of the pastoral/spiritual carer's experience, the dynamics present, and the theological/spiritual implications. This action-reflection process is integral to CPE students' understanding and to the formation of their pastoral identity and competence.

As a total learning process, a CPE Unit consists of at least 400 hours of supervised learning, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording. The specific content of a CPE Unit will depend upon the particular interests and needs of the students and the context in which they offer pastoral/spiritual care. The learning process allows for the addressing of the goals identified by each student. The process balances the practical experience of pastoral/spiritual care, small group supervision and interaction, and personal individual supervision in an integrated program of experiential and theoretical education.

The essential elements of CPE include:

- a specific time period (400 hours)
- the actual practice of pastoral/spiritual care in a specific pastoral context
- detailed reporting and evaluation of that practice
- theological/spiritual reflection
- individual and group supervision
- an individual contract for learning
- a process concept of learning
- a theoretical perspective on elements of the program
- a small group of peers in a common learning experience
- a qualified and accredited supervisor

6.1.2 The Model of Learning

CPE is a model which involves adults in experiential learning. It is inclusive of cognitive, psychological, sociological, interpersonal, and theological components.

The method involves a process of supervised action/reflection where students:

- respond pastorally to people in a variety of settings and circumstances
- set and pursue goals and objectives as part of an individual learning contract
- reflect on, record, and present experiences of pastoral practice, individually and in groups
- recognise and appropriately respond to the complexity of issues and emotions associated with pastoral experience
- work towards developing their own theology/spirituality of pastoral/spiritual care that is both contemporary and functional within the context of their faith tradition
- evaluate all aspects of their pastoral practice and incorporate new learnings into their perceptions and behaviour.

6.1.3 Requirements of a CPE unit:

- Its duration shall be a minimum of 10 weeks and a maximum of 44 weeks.
- It shall be supervised by at least one Accredited or Provisional Clinical Pastoral Educator (CPEd).
- A CPE group shall normally consist of no fewer than four students and usually no more than six students. In exceptional circumstances, a group may proceed with three students if that is the only option for those students. A group of seven or eight students may proceed if two CP Educators are available to facilitate the unit.
- The clinical placement shall be decided in dialogue with the CPEd conducting the unit and the Centre Director.

6.1.4 Requirements of the CPE student:

Each CPE student is required to prepare in written/visual/oral form AT LEAST:

- a personalised Learning Contract stating the student's learning goals
- a presentation on a pastoral topic together with an essay indicative of the research carried out on the chosen topic
- ten Pastoral Encounter Reviews (PERs) (or equivalents)
- a Mid-Unit Evaluation
- a Final Evaluation
- Students may be asked to complete other papers, presentations and learning journals as set out in the Course Unit Booklet.

6.1.5 Credit towards a Professional Qualification

CPE Units may be undertaken at three levels:

6.1.5.1 Master's Degree Level

Students with a tertiary qualification may enrol in the Master of Arts (leading to a specialisation in Chaplaincy), a degree offered through the Sydney College of Divinity. Successful completion of CPE 1, 2 and 3 at Master's level constitutes half the points required for the MA (Chaplaincy). Students enrolled as MA (Chaplaincy) candidates are eligible to apply for Fee-Help. Contact the NSWCCPE Academic Registrar for information and an application form.

6.1.5.2 Bachelor Level

Students enrolled in a BTh with a member institute of the Sydney College of Divinity may be granted credit for successful completion of a CPE unit at Bachelor level. Fee-Help is available. Contact the NSWCCPE Academic Registrar for information and an application form.

6.1.5.3 Non-award Level

Students without a qualification may undertake the CPE units at the non-award level. No academic credit is attached to these units. They may not be used to apply for academic credit. Fee-Help is not available for non-award level units.

6.2 FOUNDATIONAL UNITS OF CPE

6.2.1 Definition and Description

A Foundational Unit of CPE is a Program of 400 hours duration delivered within a minimum period of ten weeks and a maximum of forty-four weeks.

Foundational CPE 1 requires of an applicant an awakened level of personal awareness, pastoral/spiritual formation and professional competency. One or more further Foundational CPE units build on the awareness, knowledge and competencies achieved in Foundational CPE 1, further bolstering, and extending these competencies.

The NSW College of CPE determines the process by which:

6.2.1.1 an applicant is granted entry into Foundational CPE study

6.2.1.2 a student is acknowledged as having met the following competencies:

- professional empathic engagement in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances, taking into account their individual cultural, spiritual and social backgrounds
- reflective listening
- identification of, and appropriate attention to pastoral/spiritual needs
- initiation of pastoral/spiritual caring relationships
- engagement with inter-disciplinary staff
- manifestation of professional resilience
- ethical practice /functioning as a pastoral/spiritual care practitioner

6.2.2 Minimum requirements

For each CPE student the 400 hours of the unit include AT LEAST:

- **160** hours 'practicum,' i.e. clinical experience in a pastoral/spiritual care placement, with **100** hours of face-to-face pastoral/spiritual care. The remaining 60 hours may be spent observing others offering pastoral care, preparing and delivering rituals or services, debriefing, conferring with interdisciplinary staff members, self-care following a particularly challenging pastoral/spiritual encounter, writing notes for later development into a Pastoral Encounter Review, attending handovers and statistical recording.
- 90 hours group supervision and seminars/didactic presentations (at least 80% attendance)
- 10 hours one-to-one supervision
- 140 hours reading, reflection and preparation of written/visual/oral material and assessment tasks.

6.2.2.1 A Foundational CPE unit consists of 400 hours made up of:

- Ten hours of individual supervision provided by a supervisor accredited by the NSW College of CPE or by an organisation affiliated with ANZACPE
- Ninety hours of group supervision provided by a supervisor accredited by the NSW College of CPE or by an organisation affiliated with ANZACPE
- One hundred and sixty hours of clinical experience of which at least one hundred hours must be face-to-face contact with patients/residents/clients in an approved clinical setting
- One hundred and forty hours reflection on pastoral practice, involving reading, journal reflections, preparation of Pastoral Encounter Reviews (PERs), and assessment tasks.

6.2.2.2 Students, in consultation with their supervisor, draw up a personalised learning contract, specifying the student's goals and objectives for the unit as agreed with the supervisor.

6.2.2.3 Students undertake 160 hours of pastoral placement at a site or sites negotiated with the supervisor and which provide adequate opportunity for relevant pastoral/spiritual experience and practice.

6.2.2.4 Using an action/reflection model of learning, students meet with their supervisor individually and with their peer group and supervisor to reflect on their practical experience of pastoral/spiritual care.

6.2.2.5 Didactics and literature are offered to students as a means of understanding their experience.

6.2.2.6 Methods used in the program to help students evaluate their personal and pastoral functioning include but are not limited to, Pastoral Encounter Reviews and case conferences, worship, theological/spiritual reflection, and group process.

6.2.3. Objectives

Students:

6.2.3.1 become more aware of self as pastoral/spiritual practitioners and of the ways that their practice affects others.

6.2.3.2 develop basic interpersonal skills in actively listening to and appropriately responding as pastoral/spiritual care practitioners.

6.2.3.3 clarify their own spiritual journey and faith development and how these relate to pastoral functioning.

6.2.3.4 learn to use the action/reflection model of self-evaluating their relationships in pastoral/spiritual encounters

6.2.3.5 use individual and peer supervision for evaluation of their pastoral/spiritual care practice and for growth in their understanding.

6.2.3.6 use both individual and group supervision for interaction, support, clarification and

confrontation as a means of integrating their personal and pastoral/spiritual identity.

6.2.3.7 increase their theological/spiritual understanding of issues arising from experience so as to enrich their pastoral/spiritual identity.

6.2.3.8 learn to discern the faith needs of those encountered in a pastoral/spiritual context and to be a supportive presence with structures of prayer, sacrament, scripture or other spiritual resources.

6.2.3.9 develop the ability to assess pastoral/spiritual needs taking into consideration differences in culture, spirituality, ethnicity, socioeconomic backgrounds, psychological and emotional expression.

6.2.3.10 become aware of their pastoral/spiritual role as they interact with peers and other professionals.

6.2.4 Foundational Unit Competencies

6.2.4.1 Reflective Practice: Students demonstrate the capacity to

- articulate, evaluate and reflect in writing (or by a means appropriate to their culture and language ability) on their pastoral/spiritual care practice and its effect on others
- engage in reflective conversation about their pastoral/spiritual care practice with peers and supervisor
- articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their pastoral/spiritual care
- reflect upon relationships with peers, supervisors, and inter-disciplinary staff, and name the ways these relationships impact on self.
- use the action-reflection model to evaluate progress towards their goals and objectives.
- engage in self and peer supervision i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their CPE supervisor and/or their peer group
- reflect on the ethical considerations associated with pastoral/spiritual care

6.2.4.2 Informed Practice: Students demonstrate the capacity to:

- reflect upon particular encounters and pastoral/spiritual experiences within a theological/spiritual framework
- reflect upon and evaluate the meaning of their pastoral/spiritual role in relation to their theology/ spirituality and their identity as a pastoral/spiritual carer

6.2.4.3 Evolving Practice: Students demonstrate the capacity to:

- consider and experiment with varied approaches to pastoral/spiritual care

- explore how the insights gained from their theological/spiritual reflection regarding their pastoral/spiritual experience can be incorporated into subsequent practice

To achieve these competencies students are required to complete at least two units of Foundational CPE (CPE 1 and CPE 2) before being accepted for enrolment in a Specialist unit (CPE 3). The units are designed to facilitate students' progressive development of the Foundational unit competencies. There is a progression in learning outcomes and unit content from CPE 1 to CPE 2 to CPE 3 (Specialist CPE).

6.2.5 FOUNDATIONAL CPE 1 (Undergraduate and Non-Award)

6.2.5.1 Unit Focus

The focus of this first foundational unit of CPE is twofold:

- Development of the student's pastoral identity
- Introduction to the skill and practice of theological/spiritual reflection

6.2.5.2 Unit Outcomes

At the end of this unit students will be able to:

- Identify the different ways in which patients are affected by and respond to their experience of illness or crisis
- Identify their thoughts and feelings within a pastoral event
- Describe and discuss the role of the Pastoral/Spiritual Care Practitioner within a pastoral context
- Use group and individual supervision to evaluate the effectiveness of their pastoral practice
- Describe and discuss how their theology/faith system is integrated with their pastoral practice.

6.2.5.3 Unit Content

- Reflective Practice
- Understanding the Pastoral Context
- Role of the pastoral/spiritual carer and its boundaries
- Pastoral Interventions including empathy
- Theological/spiritual reflection
- An understanding of the 10 Child Safe Standards and knowledge of appropriate responses

6.2.5.4 Assessments

There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- A weekly journal reflecting on the student's role as pastoral/spiritual carer, giving particular attention to their thoughts and feelings and the boundaries of the role (Outcomes 1 and 2)
- Written Paper and Presentation on the opportunities and practical and ethical limitations of a specific pastoral context (hospital/prison/aged care/religious group (Outcome 3)
- Mid-unit Evaluation/learning portfolio demonstrating pastoral interventions and theological/spiritual reflection (Outcomes 1, 2, 5)
- Final Evaluation/learning portfolio demonstrating how they have used insights and feedback from individual and group supervision and professional reading in their practice of pastoral/spiritual care (Outcomes 3,4,5)

6.2.6 FOUNDATIONAL CPE 1 (Graduate)

Non-Award students may undertake this unit at graduate level and apply for academic credit at a later date

6.2.6.1 Prerequisite: Bachelor's degree or equivalent as assessed by SCD

6.2.6.2 Focus of CPE 1

The focus of the first Foundational Unit of CPE (CPE 1) is twofold:

- Development of the student's pastoral identity
- Introduction to the skill and practice of theological/spiritual reflection

6.2.6.3 Unit Outcomes

At the end of this unit students will be able to:

- Appraise the relational dynamics occurring in pastoral conversations
- Employ and evaluate a range of pastoral interventions, including active listening and empathy
- Articulate their pastoral identity and the boundaries of the pastoral role
- Evaluate the effectiveness of a variety of methods of theological reflection
- Integrate their theological/spiritual beliefs with their ministry practice

6.2.6.4 Content

- Communication skills
- Empathy
- Pastoral identity
- Principles informing pastoral boundaries
- Methods of theological/spiritual reflection
- Self-evaluation and critical reflection on pastoral practice
- Basic documentation in health care
- Grief and loss
- Cultural sensitivity
- Use of the supervisory dyad as a learning tool
- The ten child safety standards

6.2.6.5 Assessment: There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- A weekly reflective journal documenting insights gained about the complexity of the pastoral role and pastoral relationships (Outcomes 1 and 2)
- Essay and Presentation on a topic of the student's choice arising out of their practical experience in providing pastoral/spiritual care and including an exploration of the issue from a theological/faith perspective (outcomes 4 & 5)
- Mid-unit evaluation/learning portfolio demonstrating pastoral interventions and theological/spiritual reflection (Outcomes 1, 2, 5)

- Final evaluation/learning portfolio demonstrating how they have used insights and feedback from individual and group supervision and professional reading in their practice of pastoral/spiritual care (Outcomes 3,4,5)

6.2.7 FOUNDATIONAL CPE 2 (Undergraduate and Non-Award)

6.2.7.1 Prerequisite: Satisfactory completion of CPE 1

6.2.7.2 Focus of CPE 2

The focus of the second Foundational Unit of CPE (CPE 2) is twofold:

- A deepened awareness of the dynamics of a pastoral encounter
- Spiritual Assessment

6.2.7.3 Unit Outcomes

At the end of this unit students will be able to:

- Interpret what is occurring in pastoral conversations
- Employ a variety of pastoral responses including empathy
- Select an appropriate spiritual assessment tool for use in their ministry context
- Articulate the theological/spiritual principles of their pastoral practice
- Integrate the insights and feedback gained from the reflective process in their ministry

6.2.7.4 Unit Content

- Spiritual assessment
- Cultural diversity
- Theological/spiritual Reflection
- Pastoral interventions including empathy
- Theological/spiritual issues: forgiveness, suffering
- Grief & Loss
- Case study format and purpose
- An understanding of the 10 Child Safe Standards and knowledge of appropriate responses

6.2.7.5 Assessment

There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- Reflective journal documenting insights gained in individual and group supervision into the complexity of the pastoral/spiritual carer role (Outcomes 1,4, 5)
- Mid-Unit evaluation/learning portfolio demonstrating a capacity to interpret what is occurring in a pastoral conversation and the use of a variety of pastoral responses including empathy (Outcomes 1,2,5)
- Presentation and critique of a case study and spiritual assessment of a patient/client/resident over an extended period (Outcomes 2, 3)
- Final evaluation/learning portfolio demonstrating the integration of pastoral/spiritual practice and theological/spiritual reflection (Outcomes 1,4,5)

6.2.8 FOUNDATIONAL CPE 2 (Graduate)

Non-Award students may undertake this unit at graduate level and apply for academic credit at a later date

6.2.8.1 Unit Focus

The focus of this unit is:

- critical awareness of the pastoral dynamics through continuing critical reflective practice
- familiarity with and application of a number of spiritual assessment methods

6.2.8.2 Unit Outcomes

At the end of this unit students will be able to:

- Analyse and critique the relational dynamics occurring in pastoral conversations.
- Employ and evaluate a range of pastoral interventions, including empathic attunement.
- Articulate the theological/spiritual foundation that informs their pastoral/spiritual practice.
- Evaluate the effectiveness of a variety of methods of spiritual assessment.
- Integrate their theological/spiritual beliefs with their pastoral/spiritual practice.

6.2.8.3 Unit Content

- Dynamics of pastoral relationships
- Methods of spiritual assessment
- Theological/spiritual reflection
- Pastoral interventions and pastoral plans
- Cultural sensitivity
- Self-evaluation and critical reflection on pastoral practice
- Theology/spirituality of suffering
- Religious, spiritual and social context
- Basic documentation in health care
- Use of the supervisory dyad as a learning tool
- Application of the ten child safety standards

6.2.8.4 Assessments

- Weekly Reflective Learning Journal and critical evaluation of two journal articles or book chapters
- Case study and presentation of the care of a person or family in a specific pastoral/spiritual context making reference to critical literature on the subject and theological/spiritual considerations
- Mid-unit evaluation/learning portfolio with focus on relational dynamics and spiritual assessment
- Final evaluation/learning portfolio giving evidence of the use of insights and feedback from individual and group supervision and from professional reading in integrating theological/spiritual beliefs and informed pastoral practice.

SECTION 7 SPECIALIST CPE AND ADVANCED CPE (CPE 3, CPE 4)

7.1 Definitions

7.1.1 Specialist CPE (CPE 3)

Students who have successfully completed Foundational CPE 1 and CPE 2 may apply to undertake a Specialist unit of CPE (CPE 3). Specialist units enable the student to develop competence in a specialised area of pastoral/spiritual care.

7.1.2 Advanced CPE (CPE 4)

Students wishing to demonstrate a high degree of competence as professional pastoral/spiritual care practitioners may undertake a fourth or further additional CPE units. They will be awarded Advanced Standing upon successful demonstration of the competencies required of an advanced pastoral/spiritual care practitioner as assessed by a Committee established by the Accreditation, Registration and Professional Standards Committee of the NSWCCPE.

7.2 SPECIALIST CPE

7.2.1 Admission to Specialist CPE (CPE 3)

7.2.1 Completion of CPE 2 at credit level or above

7.2.2 Acceptance by an interview panel constituted by the Centre to which the student will be attached.

7.2.3 Documentary evidence of a placement in the area of specialisation.

7.2.4 Documentary evidence of a placement agreement between the CPE Centre and the placement agency.

7.2.2. Description

This course unit builds on the previous units of Clinical Pastoral Education. It seeks to further develop students' awareness of pastoral dynamics in a specialised area of ministry. This is achieved by reflection on the student's practical experience of the specialised ministry, together with research into the area of specialisation. A particular focus is on the ethical challenges posed by the ministry specialisation and associated theological/spiritual dilemmas.

CPE 3 may be undertaken as an 18-point unit for the MA (Chaplaincy) with the Sydney College of Divinity.

7.2.3 Competencies

Specialist CPE (CPE 3) requires students to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning in relation to their area of specialization:

7.2.3.1 Professional Practice

Demonstrates the capacity to:

- provide written documentation (or by a means appropriate to the student's culture and language ability) of effective pastoral/spiritual practice in the chosen area of

specialty, taking into account the particular spiritual, social and cultural challenges posed by the area of specialization.

- assess pastoral/spiritual needs and provide an effective pastoral/spiritual response.
- provide for individual pastoral/spiritual needs through the skills of active listening, empathic reflection, and the appropriate use of spiritual resources.
- work effectively with multi-disciplinary staff.
- manage clinical practice and administrative functions in terms of accountability and clear, accurate professional communication.
- develop a working alliance with CPE peers, pastoral/spiritual care professionals, and/or professionals from other disciplines.
- identify and apply ethical principles in relation to the area of specialization.

7.2.3.2 Reflective Practice

Demonstrates the capacity to:

- evaluate and articulate the quality of pastoral/spiritual care provided in the specialty area through a comparison with the unit learning outcomes and the goals and objectives set by the student.
- engage in self-supervision and peer-supervision within the CPE Unit.
- reflect on ethical considerations associated with the area of specialization as required for ethical functioning as a pastoral/spiritual care practitioner.

7.2.3.3 Informed Practice

Demonstrates the capacity to:

- articulate a theory-informed understanding of the pastoral/spiritual care role in the speciality area that is congruent with the student's theological/spiritual perspective.
- provide evidence in Pastoral Encounter Reviews (PERs) of an informed understanding of the complex relational and contextual dynamics operating in specific pastoral/spiritual care encounters in the specialty area.
- consider and explore particular pastoral/spiritual encounters to provide an informed discussion of the ethical and theological/spiritual issues arising from them.
- initiate and facilitate peer group discussion in consultation with the group supervisor.

7.2.3.4 Evolving Practice

Demonstrates the capacity to:

- incorporate new learning into subsequent pastoral/spiritual practice and professional relationships.
- accurately evaluate pastoral/spiritual learning and practice in the specialty area.
- develop strategies and pastoral/spiritual stances appropriate for a range of situations and circumstances.

7.2.4 Learning Outcomes

At the end of this course unit, students should be able to:

1. Formulate a theology/spirituality of pastoral/spiritual care demonstrating an integration of pastoral practice with a coherent theological/spiritual perspective.

7.2.4 Learning Outcomes

At the end of this course unit, students should be able to:

2. Demonstrate mastery of the complex pastoral dynamics within their specialised area.
3. Critically evaluate the ethical and theological issues associated with the area of specialisation with reference to relevant research literature.
4. Implement and evaluate a pastoral plan for persons cared for in the area of specialization.
5. Demonstrate a capacity for leadership in initiating and facilitating group discussion.

7.2.5 Unit Content

As with CPE 1 and 2, the learning in this course is principally through reflection on and discussion of Pastoral Encounter Reviews (PERs). The following learning issues will be discussed and taught over the course of the unit when they arise naturally in pastoral encounters. Didactic sessions will supplement the verbatim learning as required. In addition to articulating a critical theoretical understanding of the ethical issues relating to pastoral/spiritual care, students will be required to develop clinical, theological/spiritual and ethical awareness of their chosen area of pastoral/spiritual specialization together with the skills required for competent pastoral/spiritual practice and leadership in that area.

1. Ethical issues relating to the pastoral/spiritual care role.
2. Analysis of the dynamics of the pastoral/spiritual encounters described in the PERs: awareness of one's own relational style; identification of strengths and limitations; 'helicopter' skills; competence in identifying and analyzing transference issues.
3. Identification of the pastoral qualities evident in effective pastoral relationships: flexibility; maturity; imagination; tolerance of ambiguity.
4. Interpersonal awareness: analysis of the dynamics operating in peer group sessions. Leadership qualities.
5. Intrapersonal awareness: capacity to assess the basis of intuitive responses and evaluate their effectiveness.
6. Exploration of the existential questions and theological/spiritual and ethical issues raised by their area of specialization.
7. Articulation of one's professional pastoral/spiritual identity in a multi-disciplinary team context.
8. Analysis of the institutional culture and its context and their impact on the specialized area of pastoral/spiritual care.
9. Ethics of pastoral/spiritual care: theological/spiritual/philosophical foundation, power in pastoral/spiritual care relationships, sexuality, bioethics.
10. Articulation of the theological/faith foundation of one's pastoral/spiritual practice-theological/faith dilemmas in the area of specialization.
11. Application of the ten child safety standards in the area of specialization.

7.2.6 Assessments

- * Reflective portfolio documenting the insights and learning gained from the area of specialised pastoral/spiritual care with evidence of critical evaluation of relevant professional literature.
- Mid-unit evaluation/learning portfolio with focus on identification of, and informed response to, the dynamics operating in both the peer group and the specialty area.
- Essay and group presentation giving evidence of informed and well-documented pastoral/spiritual practice in the area of specialisation.
- Final evaluation/learning portfolio giving evidence of an informed articulation of an integrated pastoral/spiritual identity and of the ethical dimensions of the area of specialisation.

7.3 ADVANCED CPE

7.3.1 Description

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, and professional competency. It may include the intention to seek a professional leadership position within the field of pastoral/spiritual care.

Advanced CPE builds on all the competencies achieved in an applicant's preceding units of CPE (CPE 1, CPE 2, CPE 3). Candidates seeking this level of accreditation need to give evidence of a developing capacity to fulfil the competencies listed in 7.3.3. They should be able to articulate a clear pastoral/spiritual care identity, demonstrate competence in pastoral/spiritual care practice, and give evidence of effective application of the action/reflection model of learning.

Candidates may accordingly be required to undertake additional CPE units before Advanced Status is achieved.

Advanced status certification is achieved through submission of written materials demonstrating the required competencies and engagement with a Review Committee established by the ARPS Committee of the NSW College of CPE. This committee will determine whether the candidate has satisfied the requirements of an Advanced CPE Unit.

7.3.2 Prerequisites

In order to undertake an Advanced unit of CPE a student must have fulfilled the following prerequisites:

- Evidence of completion of CPE 1, 2 and 3 at credit level or above or equivalent in an ANZACPE recognised programme.
- Written request to the Centre Director of the CPE Centre to which the student makes application outlining the rationale for the request and the goals for the unit.
- Presentation of a reference from the previous CPE Centre Director and/or supervisor indicating the applicant's readiness to undertake an Advanced Unit.
- Documentary evidence of a placement agreement with the agency in which the student will undertake the pastoral/spiritual care practice.

The written requirements and committee process are outlined in Section 7.4 below.

7.3.3. Advanced Level Competencies

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following dimensions of experiential learning:

7.3.3.1 Professional Practice

Demonstrates the capacity to:

- 1) provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care to persons from a variety of cultural, spiritual, and social backgrounds.
- 2) demonstrate effective application of advanced pastoral/spiritual skills: accurate empathic reflection, confrontation/conflict resolution, crisis management, and appropriate use of spiritual resources.
- 3) Provide a detailed assessment of each person's pastoral/spiritual needs and resources together with an appropriate pastoral/spiritual response.
- 4) Maintain a clear pastoral/spiritual identity during critical incidents while providing an effective and appropriate pastoral/spiritual response.
- 5) work effectively with multi-disciplinary staff.
- 6) manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction and clear, accurate professional communication.
- 7) demonstrate a mutual respect for, and a working alliance with, CPE peers, pastoral/spiritual care professionals, and professionals from other disciplines.
- 8) identify ethical principles in relation to their pastoral/spiritual care practice.

7.3.3.2 Reflective Practice

Demonstrates the capacity to:

- 1) evaluate and articulate:
 - the quality of the pastoral/spiritual care provided.
 - relationships with peers, supervisors and professional colleagues.
 - progress towards goals and objectives.
- 2) engage in self-supervision and peer-supervision within the CPE Unit.
- 3) identify and specify a preferred pastoral/spiritual care style, naming and assessing the appropriateness of the skills employed, together with an assessment of the possible effectiveness of alternative pastoral/spiritual styles and interventions.
- 4) reflect on the ethical dimensions of pastoral/spiritual care, naming the qualities and practices necessary for ethical functioning as a pastoral/spiritual care practitioner.

7.3.3.4 Informed Practice

Demonstrates the capacity to:

- 1) articulate a theoretically informed understanding of their pastoral/spiritual care role congruent with their personal spiritual and cultural values, basic assumptions and personhood, and appropriate to a client's pastoral/spiritual needs.
- 2) identify general pastoral/spiritual principles from the detail of individual conversations, engagements, and case studies.
- 3) identify and articulate the insights gained from specific pastoral/spiritual care encounters that have served to affirm, reframe or challenge the student's existing theological/spiritual framework/worldview.

- 4) identify the learning from specific pastoral/spiritual care situations that serves to inform future pastoral/spiritual care practice.
- 5) provide a leadership role in group and relational processes, giving evidence of an ability to work effectively with conflict, together with an articulation of the theological/spiritual and conceptual issues arising from these processes.

7.3.3.4 Evolving Practice

Demonstrates the capacity to:

- 1) incorporate new learning into subsequent pastoral/spiritual practice and professional relationships, and then to evaluate the impact of this changed practice.
- 2) consider alternative approaches to pastoral/spiritual care, to use a variety of pastoral/spiritual stances with people, and to develop a range of strategies.

7.4 Assessment

- Comprehensive case study over a number of pastoral/spiritual encounters, together with insights gained concerning future pastoral/spiritual practice (1500 words).
- Essay of 2,000 words on a pastoral/spiritual subject demonstrating the ability to integrate theology/spirituality with pastoral/spiritual care with reference to specific pastoral/spiritual encounters.
- Mid-unit evaluation (1500 words)
- Final evaluation (2000 words)

7.5 Advanced CPE Committee

Upon successful completion of the CPE Advanced Unit, and with the agreement of the unit supervisor and Centre Director, the student may apply to meet an Advanced Committee.

7.5.1 Application Process

The student shall forward the following to the Convenor of the Accreditation, Registration and Professional Standards Committee of the NSW College of CPE:

- A letter of request stating the grounds for the request to the committee
- A supporting letter from the Centre Director
- Specification of the candidate's contact details, availability, and spiritual orientation.

7.5.2 Written Materials

The candidate will prepare a document including the materials listed below. The document shall be typewritten, point 12 font, 1.5 spaced, of no more than 10,000 words, plus an Appendix which is not included in the 10,000 words. The document shall be securely bound and delivered to each member of the Advanced Committee three weeks before the meeting.

With the consent of the committee members, the document may be presented in digital format and sent electronically.

The document shall include:

7.5.2.1 a brief statement of request to the committee

7.5.2.2 an updated autobiographical statement including an account of the applicant's spiritual journey and development (1500 words)

7.5.2.3 a Pastoral Encounter Review (other than that used in the final evaluation) of a pastoral/spiritual care conversation including a detailed analysis of the dynamics operative in the encounter, relevant contextual factors, and the client's spiritual orientation, together with an evaluation of the interventions employed and their outcome. (1500 words)

7.5.2.4 a comprehensive case study and evaluation of pastoral/spiritual care practice with one person or family together with insights gained concerning future pastoral/spiritual practice (1500 words)

7.5.2.5 an essay of 2,000 words on a pastoral/spiritual care subject, demonstrating the ability to integrate theology/spirituality with pastoral/spiritual care through the process of reflecting on a single case or selection of cases

7.5.2.6 a report (1000 words) on insights gained into pastoral/spiritual care practice during the Advanced CPE unit

7.5.2.7 The Final Evaluation for the CPE Advanced Unit (2000 words)

7.5.2.8 Appendix

- the final evaluations for each CPE unit undertaken.
- a report from the supervisor of the Advanced Unit.
- a letter of support from the Pastoral Services Coordinator (or equivalent) of the facility in which the candidate undertook the pastoral placement.

7.6 Advanced Review Committee

The Committee shall normally consist of five CP Educators or Provisional CP Educators, specifically:

7.6.1 the candidate's supervisor

7.6.2 two CP Educators from NSWCCPE, one of whom shall be from a Centre other than that of the candidate

7.6.3 a CP Educator from the candidate's spiritual/cultural tradition or, where necessary, a representative from the candidate's spiritual/cultural tradition

7.6.4 a member of the NSWCCPE ARPS Committee who shall chair the committee.

7.7 Task of the Advanced Review Committee

The committee shall ensure that candidate is competent in all four phases of the

experiential cycle of learning; professional practice, reflective practice, informed practice; and evolving practice.

7.8 Honorarium

7.8.1 The fee shall be determined annually by the ARPS Committee.

7.8.2 The candidate shall pay the fee to the NSWCCPE Administrative Secretary prior to the date of the committee.

7.8.3 The Administrative Secretary shall reimburse committee members in accordance with the schedule of fees specified by the ARPS Committee.

7.8.4 The Chair of the Advanced Review Committee shall forward the report and recommendation of the Review Committee to the ARPS Committee Convenor for endorsement by the Executive.

7.8.5 The College Secretary shall notify candidates in writing of the success or otherwise of their application for Advanced Status and shall arrange for a certificate of Advanced Standing to be forwarded to successful candidates.

SECTION 8 PROCEDURE TO COMMENCE FORMATION AS A CPE SUPERVISEE AND ORIENTATION PROGRAM

8.1 Preamble

Experienced pastoral/spiritual carers who have successfully completed CPE 1, 2, 3 (or two Basic/Foundational and one Advanced/Specialist CPE units) may consider entering the process of formation to become an accredited Supervisor and Educator within the NSW College of Clinical Pastoral Education. The qualities to be discerned in potential CPE supervisors are maturity, personal and professional integrity, ethical awareness, a high level of pastoral competence, integration of spirituality and pastoral practice, self-awareness, and a readiness to undertake tertiary studies in Pastoral Supervision.

The process of acceptance as a Supervisor-in-Formation within NSWCCPE takes a minimum of six months. During that time, applicants are attached to a CPE Centre, observe a CPE group, participate in the NSWCCPE Orientation program, and prepare the materials required for presentation to and meeting with an Admission Committee.

8.2 Prerequisites

- 8.2.1 Successful completion of CPE 1, 2, and 3, or two Basic/Foundational Units and one Advanced Unit of CPE
- 8.2.2 A letter of support from the Centre Director of the Centre in which the applicant will supervise
- 8.2.3 A letter of support from the applicant's current supervisor
- 8.2.4 Experience in pastoral/spiritual practice
- 8.2.5 Integration of personal spirituality and pastoral practice

Note: Applicants who do not possess a qualification in theology/religious studies/spirituality or the appropriate faith/philosophical equivalent will be required to complete a unit of theology and a unit of biblical studies or the appropriate equivalent prior to accreditation as a CP Supervisor.

8.3 Application

- 8.3.1 Persons who satisfy the prerequisites in 8.2 may apply to commence the discernment program for CPE Supervisors.
- 8.3.2 The application is available from the NSW College Administrative Secretary and must be returned with the relevant documentation by December 31 in the application year.
- 8.3.3 The application is to be accompanied by:
 - 8.3.3.1 certification of completion of three units of CPE
 - 8.3.3.2 evidence of pastoral practice as employee or volunteer
 - 8.3.3.4 letter from the Centre Director in which the applicant will supervise confirming that the applicant will be attached to the Centre as Prospective/Provisional Supervisor for the following year and for the period of formation as a CP Supervisor
 - 8.3.3.5 letter from the applicant's supervisor attesting to the applicant's readiness for supervisory formation.
- 8.3.4 Applications are considered by the ARPS Committee at a meeting in late January/early

February and an invitation is extended to successful applicants to join the Supervisor Orientation Program beginning in late February for a five-month period of discernment.

8.4 Relation to CPE Centre and Functioning during the Discernment Period

Successful applicants:

- 8.4.1 become provisional members of the CPE Centre in which they have been accepted
- 8.4.2 function as participant/observers in the next CPE unit offered by their Centre
- 8.4.3 participate in every meeting of the CPE group, observe and analyse the group functioning and the supervisor's interventions, and meet with the group supervisor after every session to discuss their observations.
- 8.4.4 complete a reflective journal of their observations to be shared with the supervisor at each meeting.

8.5 Participation in Orientation Program

Successful applicants are required to:

- 8.5.1 pay the orientation program fee of \$600 to the Administrative Secretary at the commencement of the Orientation program or as arranged with the Administrative Secretary
- 8.5.2 participate in six two-hour online monthly Orientation sessions
- 8.5.3 complete such assignments and reports as required by the program
- 8.5.4 undertake an hour of individual supervision at the beginning and at the end of the program
- 8.5.5 submit at the end of the program a written evaluation of the learning gained and of the outcome of their discernment concerning their future direction

They are also invited to:

- 8.5.6 participate in the activities of NSWCCPE including education days and residential weekends.

8.6 Application for an Admission Committee

On completion of the Orientation Program, those wishing to proceed to supervisor formation:

- 8.6.1 obtain a report from the Centre supervisor attesting to:
 - their commitment to the CPE program
 - their capacity for reflective analysis
 - their interpersonal relational style
- 8.6.2 obtain a report from the supervisor/s conducting the orientation program attesting to:
 - their commitment to, and active participation in, the orientation program
 - their capacity for reflective analysis
 - their interpersonal relational style
- 8.6.3 prepare five copies of the materials required in the application for acceptance as a Provisional CP Supervisor
- 8.6.4 forward a copy to each member of the Admission Committee to be received at least three weeks prior to the date of the Committee
- 8.6.5 forward the fee of \$600 to the Administrative Secretary of the College
- 8.6.6 present to the Admission Committee by the end of June

8.7 Admission Committee

- 8.7.1 At least one month prior to the date of the Committee, the Convenor of the ARPS Committee, or her/his representative, shall forward to the applicant the names and addresses of the members of the Admission Committee, together with a copy of the set questions to be asked of the applicant.
- 8.7.2 The Committee shall consist of five CPE Supervisors. These shall include:
- The CPE Centre Director to which the applicant is provisionally attached
 - The supervisor or supervisors who have conducted the Orientation program in which the applicant has participated
 - At least two other CPE Supervisors from different CPE Centres of which one will be accredited as a CP Educator or (Provisional) Education Consultant
- 8.7.3 The composition of the Admission Committee will take account of the gender and the faith tradition of the applicant.

8.8. Admission Committee Procedure

- 8.8.1 The committee shall greet the applicant, share morning/afternoon tea as appropriate, and inform the applicant of the committee procedure and expected timetable
- 8.8.2 The committee shall meet without the applicant in order to discuss the applicant's materials and to prepare supplementary questions arising from the materials
- 8.8.3 The Committee will meet with the applicant for approximately one hour to discuss the set questions and other questions arising from the materials
- 8.8.4 The applicant will withdraw for approximately forty-five minutes while the committee finalises its decision re acceptance or rejection of the application and prepares commendations and recommendations to be included in the report to the applicant
- 8.8.5 The applicant is invited to return to receive the committee decision.

8.9 Following Acceptance by the Admission Committee

When accepted by the Admission Committee the successful candidate is recognised as a Provisional CP Supervisor (also called Supervisor-in-Formation).

Provisional CP Supervisors:

- 8.9.1 Continue as participant/observers in the CPE program to which they are attached and continue to attend regular meetings with the supervisor to discuss observations and their reflective journal
- 8.9.2 Enrol in the subject 'Introduction to Supervision A', either as a MA candidate or as a non-award student. Material from their CPE group observation is used as the basis for the learning in this subject.
- 8.9.3 Complete ten hours of individual supervision with one of the supervisors teaching the 'Introduction to Supervision A' subject.

8.10 At the Conclusion of Semester Two

Provisional CP Supervisors who have successfully completed the subject, 'Introduction to Pastoral Supervision A', will be invited to:

- 8.10.1 Function as co-supervisor in one or more CPE units to be conducted by the Centre to

which they are attached.

They will be required to:

- participate in the selection process
- provide individual supervision to two CPE students
- facilitate the group supervision when their students are presenting
- meet regularly with the lead supervisor to discuss their participation and supervisory interventions

8.10. 2 Enrol in Introduction to Supervision B in the first semester of the following year

8.10 3 Participate in the supervisor education program offered by NSWCCPE

8.10.4 Undertake continuing professional development as appropriate.

8.11 for Admission Committee

Applicants shall prepare the following dossier:

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SECTION 9 FORMATION AND ACCREDITATION OF CLINICAL PASTORAL SUPERVISORS (CPSups)

This section deals with the formation of Provisional Clinical Pastoral Supervisors (CPSups) and the process to accreditation as a CPSup. While in the process of formation as CPSups, Provisional CPSups (PCPSups) have the same role and responsibilities as accredited CPSups.

The process of formation towards accreditation generally lasts two and a half years and involves completion of four supervisory education units: Introduction to Supervisory Practice A, Introduction to Supervisory Practice B, Educational Theory and Practice in Supervision, and Theological Reflection in Supervision.

Prior to accreditation, PCPSups are required to co-supervise at least three Units of Foundational CPE 1 or 2 and to provide individual supervision to at least six CPE students. PCPSups are also expected to participate in a group facilitated by a P/CP Education Consultant with the aim of preparing for CPSup accreditation.

9.1 Role of CP Supervisors

The role of the CP Supervisor is to assist CPE students/participants to achieve the competencies listed for Foundational CPE (CPE 1 and CPE 2). The CPSup works in cooperation with a CPEd who has the overall responsibility for the CPE Unit, including the general oversight, administration, group co-ordination, direction and education associated with a CPE Unit. The CPSup is accountable to the Centre Director and works as directed by the Centre Director.

9.2 Responsibilities of CP Supervisors

The CP Sup is responsible for the individual supervision of selected CPE students and the development of their pastoral identity. The specific responsibilities associated with the role of CPSup are as follows:

9.2.1 to work in co-operation with the CPEd in:

- the selection of students
- the conduct of the orientation program
- the conduct of clinical seminars
- the conduct of the mid-unit and final evaluation seminars

9.2.2 to provide individual supervision to no more than three selected students in any one unit

9.2.3 to offer leadership as encouraged by the CPEd

9.2.4 to write an evaluative report of at least 500 words for each student individually supervised, to be discussed with the student at the end of the unit and a copy of which is to be filed in the Centre records

9.2.5 to write a one-page evaluation (500 words) of the CPSup's involvement in the unit to be discussed with the Centre Director

9.2.6 to request a report on the CPSup's involvement in the unit from the CPEd

9.2.7 to participate in supervisors' Professional Development programs and activities

9.2.8 to seek ongoing professional development both within and outside NSWCCPE

9.3 Specific Responsibilities of Provisional CPSups (PCPSups)

Provisional CPSups observe all the responsibilities of CP Supervisors. In addition, prior to applying to become an accredited CPSup, they must:

- 9.3.1 satisfactorily complete the Orientation Program for new Supervisors-in-Formation (SIFs) or the equivalent as agreed by the Accreditation, Registration and Professional Standards Committee (ARPSC).
- 9.3.2 satisfactorily complete the subjects: Introduction to Supervisory Practice A and B, Educational Theory and Practice in Supervision, and Theological Reflection in Supervision
- 9.3.3 write a one-page evaluation (500 words) of their learning in each supervisory subject completed
- 9.3.4 receive the required number of individual supervision hours from the supervisor teaching the supervisory unit in which the PCPsup is enrolled (10 hours per 9 point unit)
- 9.3.5 receive 15 hours of group supervision per year making a minimum of 30 hours of group supervision prior to applying for accreditation as a CPSup.
- 9.3.6 following completion of the supervisory education subjects, receive ten hours of individual supervision from an EdConsult for each CPE unit supervised prior to accreditation as a CPSup.

9.4 Standard for CP Supervisors

To become accredited as a CPSup, Provisional CP Supervisors must give evidence of a consistent and integrated capacity in each of the following competencies:

9.4.1 Administrative Awareness and Competence

- 9.4.1.1 organise and manage the learning covenant with the students supervised
- 9.4.1.2 articulate the distinction between administrative and supervisory issues and demonstrate a capacity for creative management of these issues

9.4.2 Interpersonal Awareness and Competence

- 9.4.2.1 reflect critically on group and interpersonal interactions and demonstrate their creative use in facilitating students' learning
- 9.4.2.2 reflect critically on the function of the supervisory alliance and its use in the process of supervision

9.4.3 Intrapersonal Awareness and Competence

- 9.4.3.1 reflect critically on the supervisory relationship with acknowledgement of the PCPSup's own contribution to supervisory events
- 9.4.3.2 reflect critically on the supervisory process and articulate how the consequent learnings have been used for personal growth and the development of supervisory identity

9.4.4 Supervisory Awareness and Competence

- 9.4.4.1 model, articulate and evaluate the pastoral/spiritual care role in the context of the host organisation
- 9.4.4.2 utilise the PCPSup's personal qualities, experiences and self-awareness in supervising students
- 9.4.4.2 demonstrate how students' individual histories, psychological patterns, and learning styles may be used in facilitating their learning

9.4.4.3 challenge students to take responsibility for their learning and for claiming their own pastoral and personal identity and resources

9.4.4.4 utilise a variety of supervisory strategies and interventions

9.4.5 Educational Awareness and Competence

9.4.5.1 employ the principles of adult education in interactions with students so as to facilitate the development of pastoral and professional identity

9.4.5.2 demonstrate an intentional use of students' written material and presentations to facilitate students' pastoral awareness and competence

9.4.6 Theological/Spiritual Awareness and Competence

9.4.6.1 articulate the PCPSup's personal theology/spirituality

9.4.6.2 demonstrate an ongoing integration of the PCPSup's personal theology/spirituality and supervisory practice showing how their theological/spiritual framework informs their practice and supervisory identity

9.4.6.3 facilitate students' capacity to articulate their theology/spirituality and to integrate it with their pastoral practice.

9.5 Application and Preparation for a CPSup Accreditation Committee

The review committee will focus on the applicant's personal and professional competence as a CPSup. Evidence of the applicant's competence will be the professional presentation of the written materials and the professional manner with which the applicant engages with the committee in justifying the claims made about supervisory identity and practice.

9.5.1 Application for an Accreditation Committee

A Provisional CPSup shall apply in writing to the Convenor of the ARPS Committee requesting an Accreditation Committee to assess readiness for accreditation as a CPSup. The application shall include the following:

9.5.1.1 The applicant's name and contact details

9.5.1.2 Detailed documentation of the applicant's supervisory experience during the period of functioning as a PCPSup

9.5.1.3 A letter of support from the Centre Director of the Centre in which the PCPSup has been supervising. The letter shall provide details of the professional competence of the applicant as a CPSup.

9.5.1.4 A copy of the letter granting permission to function as a PCPSup

9.5.1.5 A written statement from a leader from the applicant's spiritual/religious/faith affiliation attesting to the applicant's good standing

9.5.1.6 Evidence of current membership of NSWCCPE Inc

Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

9.5.1.7 forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee

9.5.1.8 negotiate with the applicant an approximate date for the Review Committee

9.5.1.9 consult with the applicant concerning any reservations about the possible membership

of the review committee

9.5.1.10 arrange a review committee consisting of the applicant's current supervisor, together with four NSWCCPE supervisors. Ideally the committee should include two CPSups, one CPEd (or PCPEd) and one EdConsult (or PEdConsult).

9.5.1.11 notify the applicant of the date, time and place/mode of the review committee, the names and addresses of the committee members, and the date by which materials must be sent to each member.

9.5.2 Materials for a CPSup Review

9.5.2.1 The applicant shall prepare a Dissertation consisting of five papers which show evidence of the applicant's consistent integration of the competencies required of a CPSup. In each paper, issues of confidentiality will be respected, and footnotes and a bibliography will be provided. The Dissertation will be typed, in Font 11, with a 2cm margin, and with each page numbered. It is to be presented in the order shown below and secured in a folder. A copy is to be sent to each committee member at least three weeks prior to the day of the review. Committee members may be asked whether they would prefer to receive a digital copy.

9.5.2.2 The Dissertation shall contain a Front Page containing:

- the applicant's name and contact details and spiritual/religious/faith affiliation
- theological/spirituality degree(s)/diploma(s)/certificate(s) or subjects completed towards a theology/spirituality qualification
- the applicant's CPE experience as a CPE student and as a Provisional CPSup, plus previous Admission/Review Committee commendations and recommendations
- a declaration of any written or other formal complaints made against the applicant and the outcome of any investigation
- the applicant's statement of request to the review committee
- evidence of payment of the accreditation fee.

9.5.2.3 Paper One: Autobiography (3000 words max)

The autobiography is an account of the applicant's life to the present and consists of a selection of episodes from the applicant's life experience which will assist the members of the review committee to know the applicant personally and professionally. It should show the integration of the theological/spiritual, sociological, and psychological aspects of the applicant's life experience.

9.5.2.4 Paper Two: Evaluation of One Student/Participant (3000 words max)

This paper is a report and evaluation of the applicant's supervision of one CPE student. The report shall be supported by evidence of clinical episodes, comments on PERs (Pastoral Encounter Reviews), and excerpts from one-to-one supervision sessions with the CPE student. The report shall include:

- a description of the student and the placement
- a description and assessment of the first one-to-one supervision session and an account of how the applicant developed the supervisory alliance

- a description and evaluation of how the applicant assisted the student to form and evaluate clear, realistic and achievable goals
- a description of the student's learning issues and how the applicant worked with those issues
- an evaluation of the applicant's responses to the student's written/oral/visual work
- the applicant's articulation of his/her modelling of pastoral/spiritual care and reflection on how this contributed to the development of the student's pastoral/spiritual competency
- the applicant's recommendations to the student during and after the mid-term and final evaluations and an account of the student's response
- the applicant's supervision of a challenging one-to-one supervision session
- the stances and attitudes employed in supervision and their effectiveness in the emergence of the student's pastoral/spiritual identity
- a copy of the student's final evaluation

9.5.2.5 Paper Three: The Applicant's Theological/Spiritual World View (3000 words max)

This paper is an exploration of the applicant's theological/spiritual world view in relation to the practice of CPE supervision. The paper shall be grounded in specific supervisory experiences and include an exploration of how the applicant's theology/spirituality informs, enlightens and/or challenges her/his supervisory identity.

9.5.2.6 Paper Four: The Applicant's Learning as a Supervisor (3000 words max)

This paper is an account of the concepts and themes discovered through the experience of being a Provisional CPSup together with an account of the applicant's experiences of receiving supervision and formation as a PCPSup. In preparation for this paper, the applicant should review each of the one- page evaluations of her/his supervisory involvement in CPE units and the supervisory reports received from the formation supervisors. The appraisal should conclude with a statement justifying the applicant's claim to have completed formation as a Provisional CPSup.

9.5.2.7 Paper Five: The Applicant's Supervision of Five Students (3000 words max)

This paper consists of five of the 500-word reports relating to the supervision of five CPE students (other than the student discussed in Paper Two). It also includes the evaluation feedback comments written by the five students in their Final Evaluation regarding the applicant's supervisory contribution and CPE participation.

9.5.2.8 Attachments

Attachments to the dissertation document shall include:

- copies of the reports written by the CPEd concerning the applicant's supervisory involvement in each unit co-supervised as a Provisional CPSup
- copies of the reports written for each supervisory subject
- copies of the reports written by the supervisors who taught the three supervisory subjects.

9.6 Extension of Provisional CPSup Status

9.6.1 In the event of the applicant not fully meeting the ANZACPE standards for accreditation, the Review Committee may decide to grant continuing provisional status as a CPSup for a further period of no more than two years.

9.6.2 The applicant shall undertake to fulfil the Review Committee's recommendations in her/his ongoing supervisory practice and demonstrate to a subsequent Review Committee that the recommendations have been fulfilled.

9.6.3 Should the subsequent review not occur within the required two years, the provisional accreditation shall lapse.

9.6.4 The member association may grant a dispensation may be granted from the two-year requirement in exceptional and extenuating circumstances within nine months prior to a scheduled review. Such circumstances include a life-threatening or serious physical/mental health illness; unemployment or financial situation threatening loss of home; death of an immediate family member.

9.7 Review of CPSup Accreditation

9.7.1 Accreditation as a CPSup is subject to ongoing review every five years. It is expected that the CPSup will have co-supervised at least one CPE unit in the five-year period. The accreditation will lapse if that condition has not been fulfilled.

9.7.2 The member association may grant a two-year extension to the five-year period in situations of exceptional and extenuating circumstances. The CPSup must apply in writing to the Convenor of the ARPS Committee stating the reasons for the request for an extension to CPSup accreditation. The decision of the ARPS Committee will be forwarded to the NSWCCPE Executive for endorsement. The letter of endorsement must be included in the documentation submitted with the Dissertation.

9.7.3 Materials for Review of CPSup Accreditation

9.7.3.1 The applicant shall prepare a Dissertation consisting of five papers which show evidence of the applicant's consistent integration of the competencies required of a CPSup. In each paper, issues of confidentiality will be respected, and footnotes and a bibliography will be provided. The Dissertation will be typed, in Font 11, with a 2cm margin, and with each page numbered. It is to be presented in the order shown below and secured in a folder. One copy is to be circulated to each committee member at least three weeks prior to the day of the review. Committee members may be asked whether they would prefer to receive a digital copy.

9.7.3.2 The Dissertation shall contain a Front Page containing:

- the applicant's name and contact details and spiritual/religious/faith affiliation
- theological/spirituality degree(s)/diploma(s)/certificate(s) or subjects completed towards a theology/spirituality qualification
- the applicant's CPE experience as a CPE student and as a Provisional CPSup, plus previous review committee commendations and recommendations

- a declaration of any written or other formal complaints made against the applicant and the outcome of any investigation
- the applicant's statement of request to the review committee

9.7.3.2.1 Paper One (1000 words max)

This paper is an evaluation of the salient features (high and low points) of the CPSup's professional supervision experience since the last Accreditation Review.

9.7.3.2.2 Paper Two (1000 words max)

This paper consists of the CPSup's evaluation of the supervision of two CPE students. The evaluation will include contrasting supervisory experiences, such as the management of difficulties and challenges in supervision.

9.7.3.2.3 Paper Three (500 words max)

In this paper the CPSup is to provide a description of the professional development undertaken since the previous accreditation with an evaluation of the impact of the professional development experiences on his/her supervisory practice.

9.7.3.2.4 Paper Four (500 words max)

This paper is an account of the CPSup's future plans as a CPSup.

9.7.3.2.5 Paper Five (3000 words max)

This paper is an essay which demonstrates the integration of the CPSup's understanding of supervision with a theme or concept from one of the following fields of study: theology/spirituality, education, ecology, psychology, or another relevant field.

9.7.3.2.6 Attachments

- A copy of the most recent Review Committee findings together with a statement indicating how the Committee's recommendations have been addressed.
- A statement from the CPEd of the most recent CPE unit in which the applicant participated as a CPSup.
- The final evaluations of the two CPE students discussed in Paper Two.
- copies of the reports on your supervisory involvement written by the CPEd of each Unit in which you contributed as a Provisional CPSup

9.7.4 Outcome of Accreditation Review

In the event of the Accreditation Review Committee failing to recommend the applicant for re-accreditation as a CPSup, the applicant must re-present to a Review Committee within two years to continue to function as a CPSup. Should the applicant not be re-accredited at the second Review Committee or fail to present to a Review Committee within two years, the applicant's accreditation as a CPSup will lapse.

Revised: 1/3/2023 (BJH and ARPSC)

SECTION 10: FORMATION AND ACCREDITATION OF EDUCATORS (CPEds)

CP Educators are recognised by NSWCCPE as having demonstrated professional competence in the standards required to conduct CPE 1, CPE 2, and CPE 3 and to oversee Provisional and Accredited CP Supervisors.

10.1 Role of the CP Educator

The primary role of a CPEd is the facilitation and supervision of CPE groups as determined by the Centre Director. Included in this role is the oversight of Provisional and Accredited CPSups co-supervising with the CPEd. A CPEd may also hold the role of Centre Director. (See Section 15)

10.2 Responsibilities of the CPEd

In consultation with the Centre Director, the CPEd has the following responsibilities:

- 10.2.1 to plan, conduct and evaluate Foundational and Specialist units.
- 10.2.2. to assist CPE students to achieve the competencies of Foundational and Specialist CPE.
- 10.2.3 to provide or facilitate education of CPE students in pastoral/spiritual care
- 10.2.4 to oversee the conduct of CPE units co-supervised with a Provisional or Accredited CPSup.

10.3 Provisional CP Educator

A CPSup may apply to become a Provisional CP Educator on the following conditions:

- 10.3.1 co-supervision of at least two units as an accredited CPSup
- 10.3.2 satisfactory completion of the supervisory unit: Advanced Supervisory Practice

10.4 Application to become a Provisional CPEd

The process of applying to become a PCPEd is as follows:

- 10.4.1 consultation with the Centre Director of the Centre in which the CPSup will supervise
- 10.4.2 consultation with the CPSup's Education Consultant
- 10.4.3 submission of a letter of request to the Convenor of the ARPS Committee stating the desire to work as a PCPEd, together with a statement of how many units they have supervised since becoming a CPSupervisor and the reason why they seek permission to function as a PCPEducator. The letter shall be accompanied by letters of support from the PCSup's Ed Consultant and from the Director of the Centre in which the PCPEd will supervise.

10.4.5 Upon receipt of the letter of application, the Convenor of the ARPS Committee shall raise the request with the ARPS Committee and forward the ARPS Committee's recommendation to the NSWCCPE Executive for endorsement.

10.4.5 Following endorsement by the NSWCCPE Executive, the Secretary shall notify the applicant of the result.

10.4.6 The approval to function as a PCPEd will be for a period of four years during which period the PCPEd must seek accreditation as a CPEd or apply to the Executive via the ARPS Committee for a further extension of Provisional CPEd status, giving reasons for the request.

10.5 Responsibilities of a Provisional CPEd

10.5.1 to plan, conduct and evaluate at least two Foundational units with the oversight of the Centre Director

10.5.2 to assist CPE students to achieve the competencies of Foundational CPE

10.5.3 to provide education and supervision of Foundational CPE students in pastoral/spiritual care

10.5.4 to coordinate, direct, and co-supervise with a CPSup or PCPSup in at least one Foundational CPE Unit. Where this is not possible, the PCPEd should demonstrate the skills and sensitivity necessary for that task.

10.6 CP Educator Competencies

A CPEd will give evidence of a consistent and integrated capacity in the following competencies:

10.6.1 Administrative Awareness and Competence

This competence involves providing evidence of a consistent and integrated capacity to:

- initiate and administer a CPE unit, including the creation of a program, the recruitment, selection and placement of students, budgeting, negotiation with placement management, negotiation with professional associations, timetabling, recording and maintenance of records
- integrate within a CPE Unit the various resources present within and beyond the placement site. These resources include inter-disciplinary staff, administrative structures, community resources and theological/spiritual consultants.
- observe ethical and professional practice in accordance with the Code of Ethics of the NSWCCPE

10.6.2 Interpersonal Awareness and Competence

This competence involves providing evidence of a consistent and integrated capacity to:

- relate empathically and professionally with colleagues, peers, students, authorities and church associations/communities of faith and articulate the nature of these relationships
- identify the dynamics operating in CPE groups for the purpose of developing a group environment facilitative of effective student learning
- establish relationships which recognise and value cultural and faith traditions in consultation with, and drawing on the resources of, relevant cultural and faith bodies
- relate effectively with supervisory colleagues and professionals from other disciplines within the CPE educational context
- engage collaboratively with NSWCCPE and ANZACPE colleagues

10.6.3 Intrapersonal Awareness and Competence

This competence involves providing evidence of a consistent and integrated capacity to:

- reflect on the supervisor-student relationship and on all aspects of the supervisory process
- reflect on the experience of receiving supervision
- make use of professional supervision for the purposes of furthering professional development, personal and professional integrity, and emotional and spiritual integration

- seek appropriate supervision, consultation, or therapy in situations of uncertainty or difficulty
- utilise new and unfamiliar experiences as a means of growth, enrichment and self-awareness

10.6.4. Supervisory Awareness and Competence

This competence involves the demonstration of a consistent and integrated capacity to:

- utilise personal qualities, experiences and self-awareness in supervisory practice
- utilise each student's individual history, psychological patterns and learning style to facilitate the student's learning
- challenge students to take responsibility for engagement with, and facilitation of, the learning process, the claiming of personal resources, and the development of supervisory identity
- utilise a variety of supervisory strategies and interventions
- facilitate the development of group interpersonal interaction
- identify and address differences in individual and group needs and boundary issues
- co-ordinate, supervise and direct the work of other supervisors co-supervising in the CPE unit.

10.6.5 Educational Awareness and Competence

This competence requires the demonstration of an integrated and consistent capacity to:

- conceptualise the philosophy of education that underpins the applicant's supervisory practice, recognising and taking account of various educational theorists
- integrate educational and supervisory theories within supervisory practice
- utilise all elements of the CPE experience as opportunities for student learning and growth
- demonstrate an ongoing commitment to professional supervisory formation through participation in professional development within and beyond NSWCCPE.

10.6.6 Theological Awareness and Competence

This competence requires the demonstration of an integrated and consistent capacity to:

- conceptualise and articulate the theology/spirituality/philosophy of supervision which informs and underpins the applicant's supervisory practice
- reflect theologically/spiritually on personal and professional experience and demonstrate the integration of theology/spirituality and supervisory practice
- facilitate CPE students' capacity to reflect theologically/spiritually on their experience in the context of their pastoral practice.

10.7 Preparation for Accreditation as a CP Educator

The applicant shall prepare a Dissertation consisting of the six papers listed in Section 10.7.2

- The Dissertation shall show evidence that the applicant has demonstrated a consistent and integrated capacity in the competencies essential for a CP Educator.
- The Dissertation shall clearly demonstrate the level of functioning required of a senior professional in the discipline of pastoral supervision; it will be of a professional standard with footnotes and bibliography and will respect the confidentiality of persons referred to in the material.
- The Dissertation is to be typewritten in Font 11 with a 2cm margin and with each page numbered. Copies should be bound and presented in the order shown in 10.7.4. One copy is to be circulated to each member of the Review Committee at least three weeks prior to the date of the Accreditation Review. The members of the Review Committee shall be asked if they would prefer to receive the materials in digital form.

10.7.1 Materials for a CP Educator Accreditation Review

The Dissertation shall include the following:

10.7.1.1 Front Page

The Front Page shall contain:

- the applicant's name and contact details and spiritual or religious or faith or philosophical tradition, theology/spirituality/philosophy/education/supervision degree(s), diploma(s), certificate(s) or subjects completed towards a relevant qualification
- a summary list of all CPE units in which the applicant has participated as a PCPEd since being granted Provisional CPEd status
- a declaration of any written or formal complaints against the applicant and the outcome of any investigation
- the applicant's statement of request to the Review Committee

10.7.1.2 Paper One: Autobiography (3000 words max)

This paper is an account of the applicant's life and spiritual journey from birth to the present. It includes the applicant's experience of episodes that will assist the members of the Review Committee to understand the applicant's personal and professional values, attitudes and assumptions.

10.7.1.3 Paper Two: Evaluation of One CPE Unit (3000 words max)

This paper is a report and critical evaluation of the applicant's supervision/education of one CPE unit of no fewer than four students conducted as a Provisional CPEd. The report shall be evidenced by clinical episodes and shall include:

- a summary description of each student and of the selection process
- an account of the planned pastoral placement of each student or an account of the applicant's knowledge of the student's pastoral setting
- a summary description and evaluation of each student in the unit excluding any student supervised by another supervisor

- in the event of a co-supervised unit, a description of the issues attended to in a collaborative manner
- a description and evaluation of the applicant's leadership and supervision of the group process, including the applicant's:
 - description and assessment of the group's first meeting
 - leadership and supervision of a PER presentation by one student in the early part of the unit
 - recommendations to each student at the Mid-Term evaluation
 - leadership and supervision of a PER presentation by one student in the later part of the unit
 - leadership and supervision of a challenging group meeting
 - leadership and supervision of the group's Final Evaluations and concluding meeting

10.7.1.4 Paper Three: Supervision as a PCPEd of Five Students (3000 words max)

This paper is a report of the PCPEd's supervision of five CPE students not including the student evaluated in Paper Two. It consists of a 600-word report and critical evaluation of the applicant's supervision of each of the five students. Each report is to be footnoted with the sections from the student's Final Evaluation in which the student evaluated the learning gained from the unit and the relationship with the PCPEd.

10.7.1.5 Paper Four: Essay (3,000 words max)

The essay is a reflection on an aspect of pastoral/spiritual or supervisory practice. It demonstrates the applicant's integration of data from clinical pastoral/supervisory practice, knowledge of relevant psychological, sociological, educational, and supervisory theories, and the theological/spiritual beliefs which undergird the applicant's supervision. The essay shall be correctly referenced and include a bibliography.

10.7.1.6 Paper Five: The PCPEd's Philosophy and Methodology of CPE Supervision (3,000 words max)

This paper is a critical description of the PCPEd's philosophy and methodology of CPE supervision. It shall include supportive evidence from supervisory and educational research and theory. It shall be correctly referenced and include a bibliography.

10.7.2.7 Paper Six: The PCPEd's Learning as Provisional CPEd (3000 words max)

This paper is a critical description and evaluation of the applicant's experience of supervising at least two CPE units as a Provisional CPEd. It shall include the applicant's experience of receiving supervision and education as a PCPEd. The following areas are to be addressed:

- a description of the clinical settings in which the two CPE units took place, taking into account the implications of those settings for the students' learning
- a description and evaluation of the CPE units supervised with reference to specific students, issues, themes and incidents

- a summary of constructive feedback about the applicant's supervision received from the students in each unit, together with a description of the applicant's method of eliciting feedback and the impact on the applicant's supervision.
- the PCPEd's evaluation of the relationship with the Lead CPEd and EdConsult
- a report on the way in which the applicant has addressed the issues in the recommendations named by previous Review Committees in relation to professional identity and functioning as a PCPEd
- a statement of the applicant's plans and goals for the future
- a statement detailing the applicant's claim to have sufficiently addressed the learning requirements of a CPEd.

10.7.1.8 Portfolio of Documents

Documents to be included with the Dissertation are:

- a copy of the reports written by the relevant CPEd(s) concerning the applicant's supervisory involvement in the two most recent CPE units in which the applicant contributed as a PCPEd
- copies of all Review Committee recommendations received since being accepted for supervisor training
- a declaration that consents have been received from all the students referred to in the six professional papers.

10.7.2 Endorsement of Accreditation

At the conclusion of the Review Committee the Committee's recommendations will be forwarded to the ANZACPE Professional Standards Committee for review. The recommendation will then be forwarded to the NSWCCPE via the ARPS Committee for the formal process of accreditation. It should be noted that the Member Association is the accrediting body.

10.7.3 Extension of Provisional Status

10.7.3.1 In the event that the applicant does not fully meet the ANZACPE Standards for Accreditation, the Review Committee may decide to recommend to the Member Association that the applicant be granted continuing Provisional Status as a CPEd for a further period of no more than two years.

10.7.3.2 During the two-year period the applicant shall undertake to fulfil the Review Committee's recommendations in her/his ongoing supervisory practice and shall demonstrate to a subsequent Review Committee that the recommendations have been fulfilled.

10.7.3.3 Should the subsequent review not occur in the required two years the Provisional Accreditation shall lapse.

10.7.3.4 The Member Association shall notify the ANZACPE registrar that the PCPEd's accreditation has lapsed.

10.7.3.5 A dispensation from the two-year requirement may be granted by the Member Association in the case of very exceptional and extenuating circumstances occurring within nine months of the scheduled Review. Such circumstances include a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member.

10.7.4 Review of Accreditation as a CPed

10.7.4.1 Accreditation as a CPed is for a period of five years. In that period the CPed is required to have supervised at least one CPE Unit or to have participated as a Provisional EdConsult in a supervisory education program authorised by either the Member Association or by ANZACPE.

10.7.4.2 Should the subsequent review not occur within the five-year period the accreditation will lapse unless an extension has been granted by the NSWCCPE as stipulated in 10.7.5.3.

10.7.4.3 A dispensation from the two-year requirement may be granted by the Member Association in the case of very exceptional and extenuating circumstances occurring within nine months of the scheduled Review. Such circumstances may include a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member or situations acceptable to the NSWCCPE.

10.7.5 Application for a Review of Accreditation as a CPed

10.7.5.1 The CPed shall apply to the Convenor of the NSWCCPE Accreditation Registration and Professional Standards Committee requesting a Review of CPed Accreditation

10.7.5.2 Following the recommendation of the ARPS Committee the ARPS Committee Convenor shall notify the NSWCCPE Executive of the applicant's request

10.7.5.3 The ARPS Committee Convenor shall complete the 'Request Form for a Review of Accreditation' and forward it to the Chairperson of the ANZACPE Professional Standards Committee.

10.7.5.4 Should the applicant request a Review immediately prior to the ANZACPE annual conference, the ARPS Committee Convenor shall notify the ANZACPE Professional Standards Committee Chair no later than 1 April of that year.

10.7.5.5 Should the applicant request a Review at a time other than prior to the ANZACPE annual conference, the ARPS Committee Convenor shall forward the request no later than four months prior to the requested review date.

10.7.5.6 The NSWCCPE Letter of Request and Support shall contain:

- the applicant's name and contact details
- verification that the applicant has met the minimum requirements for an ANZACPE Review
- the applicant's spiritual/religious/philosophical affiliation
- a declaration of any written or formal complaints against the applicant together with the outcome of any investigation
- the names and contact details of up to three accredited CPeds or (P)EdConsults from NSWCCPE to be potential members of the Review Committee, having first obtained agreement from those persons to be members of the Review Committee. It should be noted that CPed Review Committees shall be composed of a majority of P/EdConsults.

10.7.5.7 The ARPS Convenor shall notify the applicant of the proposed members of the Review Committee. The applicant may express reservations about any member of the proposed Review Committee directly to the Chairperson of the ANZACPE Professional Standards Committee giving reasons for the reservations.

10.7.5.8 The applicant and the five members of the Review Committee shall be notified six weeks prior to the Review of the names and contact details of the Review Committee and the date, time and venue of the Review.

10.7.5.9 The applicant shall ensure that his/her materials are received by the Review Committee members at least three weeks prior the Review date

10.7.5.10 The applicant shall forward the cost of the Review to the ANZACPE Treasurer at least three weeks prior to the Review date.

10.7.6. Materials for a CPed Accreditation Review

The CPed is required to present a Dissertation consisting of six professionally presented papers including footnotes and bibliography. Issues of confidentiality are to be respected. The Dissertation is to be presented as follows:

10.7.6.1 Front Page

The Front Page shall contain:

- the applicant's name and contact details, spiritual/religious/philosophical/faith affiliation,

theology/spirituality/philosophy /education/supervision degree(s)/diploma(s)/certificate(s)

- a declaration of any written or formal complaints against the applicant and the outcome of any investigation
- the applicant's statement of request to the Review Committee

10.7.6.2 Paper One (1000 words max)

An evaluation of the salient features (high and low points) of the applicant's professional experience since the last accreditation review. The evaluation shall include the previous Review Committee's recommendations, a description of how the recommendations have been addressed, reference to professional development opportunities undertaken for the purpose of extending the applicant's supervisory competence and knowledge, and issues addressed in the applicant's own supervision

10.7.6.3 Paper Two (1000 words max)

An evaluation of the salient features of the applicant's work as a CPed during the previous five years, highlighting the high and low points in the applicant's relationships with students, CPSup, CPed and Ed Consult colleagues, CPE organisations, institutions, church authorities, and religious/faith communities.

10.7.6.4 Paper Three (3000 words max)

An evaluation of the applicant's professional development in supervision undertaken since the last review. The evaluation shall address challenges and insights gleaned from reflection on the applicant's engagement in the supervisory process through supervisory interventions, the experience of receiving professional supervision, reading, study or training undertaken within the field.

10.7.6.5 Paper Four (500 words max)

Documentary evidence of professional supervisory contracts and courses and training completed since the previous review. The documentation shall include a letter from the applicant's current supervisor indicating the contractual agreement and the areas of focus since the previous review.

10.7.6.6 Paper Five (500 words max)

A description of the applicant's future plans as a CPED.

10.7.6.7 Paper Six (3000 words max)

A paper relevant to supervision of a standard suitable for publication.

10.7.7 Extension of Reaffirmation of CPED Accreditation

- In the event that the Review Committee fails to recommend the applicant for reaffirmation of CPED Accreditation, the applicant shall represent to a Review Committee within two years.
- Should the subsequent review not occur within the five-year period the accreditation will lapse unless an extension has been granted by the NSWCCPE as indicated in 10.7.6.8.3.
- A dispensation from the two-year requirement may be granted by the Member Association in the case of very exceptional and extenuating circumstances occurring within nine months of the scheduled Review. Such circumstances include a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member or a situation acceptable to the NSWCCPE.

Revised: 1/3/2023 (BJH and ARPS)

SECTION 11: FORMATION AND ACCREDITATION OF CLINICAL PASTORAL EDUCATION CONSULTANTS (EdConsults)

Clinical Pastoral Education Consultants are accredited by the NSWCCPE Inc as senior professionals who are competent to provide formative education for those seeking to become CP Supervisors, CP Educators and CP Education Consultants.

11.1 Role and Responsibilities of CP EdConsults

A CP EdConsult is authorised to conduct CPE programs at Foundational, Specialist and Supervisory levels.

The responsibilities of a CP EdConsult are:

- 11.1.1 to supervise CPSups and CPEDs and mentor them towards accreditation
- 11.1.2 to provide and facilitate education in pastoral/spiritual care in accordance with the standards and competencies of Foundational and Specialist Clinical Pastoral Education.
- 11.1.3 to provide and facilitate education in pastoral/spiritual supervision in accordance with the standards and competencies of CP Supervisors and CP Educators.
- 11.1.4 to provide and facilitate research in pastoral/spiritual care and supervision.

11.2 Prerequisites for Entering Training as a Clinical Pastoral Education Consultant

- 11.2.1 evidence of accreditation as a Clinical Pastoral Educator
- 11.2.2 evidence of supervisory membership of NSWCCPE
- 11.2.3 written acknowledgement of understanding and commitment to the NSWCCPE Inc Code of Ethics for Supervisors
- 11.2.4 a letter of support from the Clinical Pastoral Education Consultant who will offer consultancy during the training period
- 11.2.5 a written statement from a person in leadership within the applicant's spiritual/religious/faith/philosophical affiliation attesting to good standing
- 11.2.6 continuing active pursuit of further studies at graduate level or attainment of a Master's or Doctoral degree in Ministry, Theology, Education, Psychology or Supervision

11.3 Procedure to Function as a Provisional CP EdConsult (P/EdConsult)

CP Educators who wish to function as a Provisional CP Ed Consult shall:

- 11.3.1 Familiarise themselves with the standards for CP Education Consultants found in the NSWCCPE Handbook
- 11.3.2 Consult with other CP Educators and Consultants within NSWCCPE concerning their readiness and experience to commence training as Provisional EdConsult.
- 11.3.3 Consult with their current CP Education Consultant concerning their readiness and learning needs to become a P/EdConsult
- 11.3.4 Obtain a letter of support from the CP Education Consultant who will supervise their work
- 11.3.5 Write a letter of request to the Chair of the ARPS Committee, together with a supporting letter from their CP EdConsult, outlining the reasons for the request and their intention to enter into the process of formation.

11.3.6 Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

- forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee, and following agreement by the ARPS Committee,
- forward the ARPS Committee's recommendation to the NSWCCPE Executive for endorsement

11.3.7 Following endorsement by the Executive, the Executive Secretary will notify the applicant of the outcome.

11.4 Permission to Function as a Provisional CP EdConsult

Permission to function as a Provisional EdConsult is for a period of four years from the date of the meeting granting permission.

11.5. Required Practical Experience

Upon receipt of permission to function as P/Ed Consultant, the P/Ed Consult shall over the four-year period of functioning as a P/EdConsult:

- 11.5.1 Liaise with the supervising Ed Consultant to develop an individualised learning pathway which may include specified tertiary studies.
- 11.5.2 Participate in the monthly online workshops for P/Ed Consults.
- 11.5.3 Work with the lecturer in one of the four MA (Sup) subjects and provide individual supervision to one or more of the P/CP Sups or P/CP Eds enrolled in that subject.
- 11.5.4 Present workshops at education days and residential weekends in consultation with Ed Consults.
- 11.5.5 Supervise a group of P/CPSups, CPSups or P/CPEds.
- 11.5.6 Write a reflective evaluation of each supervisory unit co-supervised and each supervisor supervised.
- 11.5.7 Prepare a research paper on a subject related to pastoral ministry or pastoral supervision suitable for publication in a recognised journal.

11.6 Standard for Education Consultants

Applicants for accreditation as EdConsults shall provide evidence demonstrating a consistent and integrated capacity in the following competencies:

11.6.1 Administrative Awareness and Competence to:

- Educate CPSups in the art of individual supervision within the context of a CPE unit
- Educate CPEds in planning, organising, leading, co-ordinating and managing CPE Units
- Coordinate and facilitate individual and group supervisory education for CPSups and CPEds
- Facilitate interdisciplinary practice in a variety of contexts and organisations
- Manage a complexity of responsibilities, such as co-ordinating multiple CPE and supervisory education units and providing leadership within and beyond NSWCCPE

11.6.2 Interpersonal Awareness and Competence to:

- Relate pastorally/spiritually to CPSups and CPEds for whom they have been delegated responsibility with insightful awareness of the complexity and power dynamics of the supervisory alliance
- reflect upon relational dynamics evidenced in their supervision of CPSups and CPEds and offer feedback that is specific and supported by educational and supervisory theory and research
- reflect upon, articulate, and evaluate the key developmental issues and relationships for Supervisors-in-Formation

11.6.3 Intrapersonal Awareness and Competence to:

- take appropriate responsibility for their ongoing interpersonal and intrapersonal development through such means as journalling, spiritual direction, peer group reflection, counselling
- seek regular supervision/consultation concerning their contribution to the dynamics of the supervisory process
- be self-reflective about experiences within their supervision/consultation and use these experiences as a means of self-awareness, growth, and enrichment
- explore various consultative options throughout the period of Provisional status in order to experience and evaluate a variety of supervisory/educational approaches

11.6.4 Educational Awareness and Competence to:

- explore and creatively use different educational methods to facilitate transformational learning
- draw on interdisciplinary resources and people in the provision of creative educational experiences
- draw on relevant current theory, research, resources and educational concepts and processes in the formation of supervisors
- hold in balance the experiential educational philosophy of CPE and the demands by contemporary society for measuring effectiveness in the fields of pastoral/spiritual care and educational program evaluation
- conceptualise, articulate and disseminate educational material that expands dialogue in the fields of pastoral/spiritual care and practice and supervisory education and practice

11.6.5 Supervisory Awareness and Competence

- articulate the supervisory methods and theory underpinning their supervisory practice
- assist CPSups and CPEds to identify and discuss the supervisory theories evidenced in their practice
- assist CPSups and CPEds to articulate an integrated philosophy and methodology of supervision, giving evidence of its application in practice

11.6.6 Theological/Spiritual Awareness and Competence

- integrate faith development, theological/spiritual teaching and tradition and a wide range of spiritualities in the supervisory education of CPSups and CPEds
- assist CPSups and CPEds to articulate a coherent and integrated theological/spiritual worldview, giving evidence of its outworking in their supervisory practice.

11.7. Application for Accreditation as an Education Consultant

A Provisional EdConsult shall apply in writing to the Convenor of the ARPS Committee requesting accreditation as an EdConsult. The application shall include the following:

11.7.1 The applicant's name and contact details

11.7.2 Detailed documentation of the applicant's supervisory experience during the period of functioning as a P/EdConsult

11.7.3 A letter of support from the EdConsult overseeing the applicant's formation as an EdConsult

11.7.4 A copy of the applicant's CP Ed certificate

11.7.5 A written statement from a leader from the applicant's spiritual/religious/faith affiliation attesting to the applicant's good standing

11.7.6 Evidence of current membership of NSWCCPE Inc

11.7.7 Evidence of payment of the accreditation fee.

Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

11.7.8 forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee

11.7.9 forward the Committee's recommendation to the NSWCCPE Council or Executive for endorsement

11.7.10 forward the endorsed request to the Chairperson of the ANZACPE Professional Standards Committee using the Request Form for Accreditation Review found on the ANZACPE website

The NSWCCPE Inc's letter of request to the ANZACPE Professional Standards Chair shall contain in addition to the information provided in 11.6.1, 11.6.2, and 11.6.5:

11.7.11 the names and contact details of up to three accredited Ed Consults or Provisional Ed Consultants from NSWCCPE Inc. (excluding the applicant's current supervisor) to be members of the Review Committee, having first obtained agreement from those people.

11.7.12 the approximate date for the Review Committee.

11.7.13 Should the applicant request a Review Committee prior to the annual ANZACPE Conference, the Request Form for Accreditation Review must be submitted no later than April 1 of that year. In cases where the Review Committee is requested at other times of the year the Request Form must be submitted no later than four months prior to the requested date of review.

11.8 Formation of the Review Committee

11.8.1 The applicant will be notified by the chairperson of the ANZACPE Professional Standards Committee of the proposed members of the Review Committee

11.8.2 the applicant shall have the opportunity to express reservations in relation to any proposed committee member

11.8.3. if the applicant wishes to express reservation about a committee member, he/she shall write directly to the Chairperson of the ANZACPE Professional Standards Committee providing reasons for reconsideration of the committee membership.

11.9 Materials required for accreditation as an Education Consultant

The Review Committee is concerned with the applicant's ability to demonstrate the personal and professional competence essential for the formation of supervisors who train and educate people in pastoral ministry. There should be evidence of a consistent and integrated capacity in all the competencies expected of an EdConsult.

11.9.1 Dissertation Format

The dissertation for accreditation as an EdConsult consists of six papers of 3,000 words. In the preparation of the six papers, issues of confidentiality are to be respected. Footnotes and a bibliography are required using either the APA or Chicago referencing systems. The dissertation is to be typewritten using Font 11 and 1.5 spacing with a 2cm margin and with each page numbered. It is to be presented in the order shown below. One copy is to be forwarded to each member of the Review Committee at least three weeks prior to the date of the Review Committee. Committee members should be asked whether any would prefer to receive the materials in digital form.

11.9.2 Required Information

The dissertation shall contain on the front page the following information:

- The applicant's name and contact details, spiritual/religious/faith affiliation
- Theology/spirituality/philosophy/education/supervision degrees or diplomas and certificates or subjects completed towards an appropriate qualification
- A summary list of the applicant's involvement in the supervision/education of CPSups and CPEDs since being granted Provisional EdConsult status by the NSWCCPE Inc.
- a declaration of any written or other formal complaints in regard to the applicant, and the outcome of any investigation
- A summary of the applicant's contribution to ANZACPE and to the NSWCCPE
- The applicant's statement of request to the Review Committee.

11.9.3 Dissertation Paper One: Autobiography (3000 words max)

In this paper applicants are asked to trace their life story from the perspective of supervision and education, selecting experiences from birth until the present and describing the impact of these experiences on their journey of formation as CPSup, CPED and EdConsult.

Reflection on experience may include:

- relationships with parents, grandparents, and other childhood carers
- relationships with educators and caregivers during primary, secondary, and tertiary

education

- relationships with siblings, peers, colleagues, partners, and children in the contexts of family, work, professional education, and community (including spiritual/religious/faith/philosophical communities)
- experiences of receiving supervision as a CPE student
- experiences of giving and receiving supervision as a CPSup and CPEd
- personal CPE journey and theological/spiritual journey

11.9.4 Dissertation Paper Two: Evaluation of the Applicant’s Supervision/Education of either one Clinical Pastoral Supervisor or a peer group of Clinical Pastoral Supervisors (3000 words max)

In this paper applicants are asked to demonstrate, using specific examples taken from the supervision/education of the CPSup or group of CPSups, how they accompanied and supervised/educated them in the competencies expected of an accredited CPSup, namely:

- administrative
- interpersonal
- intrapersonal
- supervisory
- educational
- theological/spiritual

Note that if Paper Two presents the applicant’s supervision/education of a peer group of CPSups, Paper Three must present the applicant’s supervision of an individual CPEd.

11.9.5 Dissertation Paper Three: Evaluation of the Applicant’s Supervision/Education of either one Clinical Pastoral Educator or a peer group of Clinical Pastoral Educators (3000 words max)

In this paper applicants are asked to demonstrate, with specific examples taken from their supervision/education of one CPEd or a group of CPEds, how they accompanied and supervised/educated them in the competencies expected of an accredited CPEd, namely:

- administrative
- interpersonal
- intrapersonal
- supervisory
- educational
- theological/spiritual

See note for Paper Two.

11.9.6 Dissertation Paper Four: Evaluation of a Group Education Session Designed and Facilitated by the Applicant either within NSWCCPE or within ANZACPE (3000 words max)

In this paper applicants are asked to demonstrate their capacity to facilitate learning among their CPSup, CPEd or EdConsult peers. The paper will include:

- a description of the educational goal(s)
- a description of the educational process
- the applicant's evaluation of the process
- evaluative feedback from the group members of their experience of the session and of the applicant's engagement with them as an educator.

11.9.7 Dissertation Paper Five: The Applicant's Theory of Education and Supervision (3000 words max)

In this paper the applicant is asked to enunciate a clear theory of education in supervision, taking into account both one-to-one supervision/education and group supervision/education.

11.9.8 Dissertation Paper Six: The Applicant's Theology/Spirituality (3000 words max)

In this paper the applicant is asked either:

- to engage with the work of a significant theological/spiritual writer showing how that writer's work informs the applicant's educational philosophy and practice

or

- to write a critical reflection on a passage from the applicant's scriptures or sacred texts showing how that passage informs her/his educational philosophy and practice.

11.9.8 Portfolio

The application shall include as an attachment a portfolio of the following documents:

- the applicant's evaluation of relationship(s) with the supervisor(s)/educator(s), consultant(s) engaged by the applicant during the period as P/EdConsult
- an evaluation of the applicant's progress as a P/EdConsult from the above supervisor(s), educator(s)/consultant(s)
- the applicant's evaluation of relationships with significant peers (in particular, other CPEds and EdConsults) during the transition from CPEd to EdConsult
- a declaration that consents have been obtained from the people written about in the six professional papers
- a statement demonstrating the way the applicant has addressed the issues named by the most recent Review Committee relating to the applicant's professional identity and function as a P/EdConsult
- a statement from the applicant indicating that he/she has sufficiently addressed the learning requirements of an EdConsult
- a statement concerning the applicant's plans/goals for the future

11.10 Extension of Provisional Status

In the event that the applicant is unable to fully meet the ANZACPE standards for accreditation, the Review Committee may decide to recommend to the NSWCCPE that the applicant be granted continuing Provisional Status as an EdConsult for a further period of no more than two years.

11.10.1: During that period, the applicant is required to fulfil the Review Committee's recommendations in his/her ongoing supervisory practice and demonstrate this to a subsequent Review Committee

11.10.2: The subsequent review shall be held within two years from the date of the original committee.

11.10.3: Should the applicant not present to a Review Committee in the two-year period, the provisional status shall lapse and the ANZACPE Registrar will be notified by the NSWCCPE secretary.

11.10.4: A dispensation from the two-year requirement may be granted by the NSWCCPE in exceptional and extenuating circumstances, such as life-threatening or serious illness, unemployment or threatened loss of home, death of an immediate family member within nine months prior to the scheduled review.

11.11 Review of Accreditation as an EdConsult

11.11.1: Accreditation is subject to ongoing review every five years

11.11.2: In the five-year period under review the EdConsult shall supervise at least one CPE Unit or participate as an EdConsult in a supervisory/education program authorised by NSWCCPE or by ANZACPE

11.11.3: In the event that the EdConsult has not fulfilled the requirement of 11.11.2, the accreditation will lapse

11.11.4: A dispensation from the five-year review requirement may be granted by NSWCCPE in exceptional and extenuating circumstances, such as life-threatening or serious illness, unemployment or threatened loss of home, death of an immediate family member within nine months prior to the scheduled review.

11.12 Application for a Review of Accreditation as an EdConsult

EdConsults who request a five-year review of their accreditation shall write a letter of request to the Chair of the NSWCCPE ARPS Committee, with the following information:

- name and contact details
- verification that the minimum standards for an ANZACPE review have been met (See 11.11)
- spiritual/religious/philosophical affiliation
- a declaration of any written or other formal complaints and the outcome of the investigation
- proposed timeframe for the review committee (ANZACPE conference or other date)

11.12.1: Following consideration of the request by the ARPS Committee, and endorsement by the NSWCCPE Executive, the ARPS Committee chairperson shall forward the request to the chairperson of the ANZACPE Professional Standards Committee, using the Request Form for a Review of Accreditation found on the ANZACPE website. The request shall include the

following information:

- applicant's name and contact details
- verification that the applicant has met the minimum requirements for an ANZACPE Review (See 11.11)
- applicant's spiritual/religious/philosophical affiliation
- a declaration of any written or other formal complaints against the applicant and the outcome of the investigation
- the names and contact details of up to three accredited CPEs or EdConsults from NSWCCPE to be potential members of the Review Committee (having obtained agreement from those people).

Note: See section 11.7.11,12,13 concerning Review Committee dates and notification

11.12.2 Formation of Review Committee

- The applicant will be notified by the chairperson of the ANZACPE Professional Standards Committee of the proposed members of the Review Committee
- the applicant shall have the opportunity to express reservations in relation to any proposed committee member
- if the applicant wishes to express reservation about a committee member, he/she shall write directly to the Chairperson of the ANZACPE Professional Standards Committee providing reasons for reconsideration of the committee membership.

11.12.3 Prior to the Review

- The applicant and members of the Review Committee shall be notified six weeks prior to the review of the names and contact details of the Review Committee members, together with the date, time and venue of the review.
- the applicant shall forward the written material to the Review Committee members so that they are received at least three weeks prior to the review date.
- The applicant shall forward to the ANZACPE Treasurer the cost of the review at least three weeks prior to the review date.

11.12.4 Dissertation for Review of EdConsult Accreditation

The dissertation for review of accreditation as an EdConsult consists of six papers, five of 1,000 words and one of 3,000 words. In the preparation of the six papers, issues of confidentiality are to be respected. Footnotes and a bibliography are required using either the APA or Chicago referencing systems. The dissertation is to be printed in Font 11 in one and a half spacing with a 2cm margin and with each page numbered. It is to be presented in the order shown below. One copy is to be forwarded to each member of the Review Committee at least three weeks prior to the date of the Review Committee. Committee members should be asked whether any would prefer to receive the materials in digital form.

11.12.4.1 Required Information

The dissertation should contain on the front page the following information:

- The applicant's name and contact details, spiritual/religious/faith affiliation

- theology/spirituality/philosophy/education/supervision degree(s), diplomas(s), certificate(s).
- a declaration of any written or other formal complaints in regard to the applicant, and the outcome of any investigation
- The applicant's statement of request to the Review Committee.

11.12.4.2 Dissertation Paper One (1000 words max)

An evaluation of the salient features (the high and low points) of the applicant's professional experience since the last accreditation review, including a description of how the applicant has addressed the recommendations of the previous Review Committee.

11.12.4.3 Dissertation Paper Two (1000 words max)

An evaluation of the salient features of the applicant's work as an EdConsult during the past five years, highlighting the high and low points in relationships with CPSup/CPEd/EdConsult colleagues, CPE organisations, institutions, religious/spiritual/philosophical communities.

11.12.4.4 Dissertation Paper Three (1000 words max)

An evaluation of the professional development in supervisory education undertaken by the applicant since the last review. The evaluation shall include challenges and insights gained from reflection on engagement with the supervisory process, through supervisory/educational interventions, the experience of receiving professional supervision/education and reading, study or training undertaken within the field.

11.12.4.5 Dissertation Paper Four (1000 words max)

Documentary evidence of professional supervisory contracts and any courses of training completed since the last review, including a letter of support for the applicant's request for reaffirmation of accreditation from the applicant's current supervisor. The letter shall indicate the contractual agreement and areas of focus for supervision since the last review.

11.12.4.6 Dissertation Paper Five (1000 words max)

A description of future plans as an EdConsult.

11.12.4.7 Dissertation Paper Six (3000 words max)

A paper relevant to supervisory/educational issues of a standard suitable for publication.

11.13 Extension of Accreditation as EdConsult

In the event that the applicant is not recommended for reaffirmation of EdConsult accreditation at the Review Committee, he/she shall re-present to a Review Committee within two years. Accreditation as an EdConsult will lapse if the applicant fails to present to a Review Committee. The NSWCCPE Secretary shall notify the Registrar of that fact.

Revised: 1/3/2023 (BJH and ARPSC)

SECTION 15: CPE CENTRES

15.1 Definition

A Clinical Pastoral Education Centre is a venue registered by the NSWCCPE Inc as an appropriate location for the conduct of recognised programs of Clinical Pastoral Education and operating in accordance with the NSWCCPE Inc's standards and guidelines.

15.2 History

The Centre shall maintain a written history of the Centre from the time of its inception, with particular reference to transition points.

15.3 Centre Structure

15.3.1 Location: The Centre shall exist in a location where there is evidence of a need for trained pastoral and spiritual care workers. It shall be situated in a milieu that actively recognizes and facilitates human growth and dignity. It shall have access to a pastoral context that is adequate for the number of students and that enables them to gain the depth of experience and understanding appropriate to their professional development. It shall provide a learning environment which offers opportunities for multidisciplinary contact and support from local community and faith groups.

15.3.2 Authorisation

A CPE Centre is granted authority to function by NSWCCPE Inc. It shall be administered by a CP Educator or CP Education Consultant accredited by NSWCCPE Inc. In respect of the registration of the Centre, the NSWCCPE Inc. retains the right to determine the qualification required of a CPE Centre Director.

15.3.3 Centre Director

The Administrator of the Centre shall be called the Centre Director. Centre Director shall be a CP Educator or CP Education Consultant appointed by NSWCCPE Inc. to plan, organize, and oversee the CPE programs of the Centre.

15.3.4 Facilities

The Centre shall have access to adequate administration facilities, meeting places and education equipment for the CPE programs and students. The Centre shall facilitate access to library facilities and copying services.

15.3.5 Registration

A CPE Centre shall initially be registered by the NSWCCPE Inc. for a period of five years. Subsequent registration shall be sought every five years. Registration will lapse after five years unless an extension of registration is granted by the NSWCCPE Inc.

15.3.6 Advisory/Professional Consultation Committee

An Advisory or Professional Consultation Committee shall be established in accordance with the NSWCCPE Inc's Terms of Reference for Advisory/Professional Consultation Committees. (See pp.). The purpose of the Advisory/Consultation Committee is to provide professional and community consultation and support to the CPE Centre.

15.3.7 Agreements

The Centre shall operate in accordance with written agreements with the following entities:

- The host organisation

- Entities where students are placed for pastoral/spiritual practice, including satellite facilities used by the CPE Centre
- The Chaplaincy/ Pastoral Care/Spiritual Support Services Department of the host entity/entities. This agreement shall specify the relationship and responsibilities of the two departments and their administrators, in respect of the management of student placements, accountability, and activities.

The agreements will include:

- the time available for student placement
- the accountability process for student visits
- the administrative person in the placement to whom the student is accountable.
- The agreement will differentiate between the supervisor's role and the site coordinator/manager's support role.

15.4 Centre Administration

15.4.1 Centre Director: The Centre shall be administered by a Centre Director appointed by the NSWCCPE Inc. The Centre Director shall ensure that the following are maintained:

- Centre records
- Centre finances
- Risk management
- Centre Student Handbook
- Course unit outlines and booklets
- website

15.4.2 Centre Records

The Centre shall maintain a database of contact details for all students. The Centre shall maintain a file for each student for a period of 7 years containing:

- Application materials
- Institutional/entity registration details
- Assessment materials
- Student End of Unit Evaluations.
- Supervisory evaluations and reports

The Centre shall maintain a file of all AGM Reports of the Centre's activity and of all the documents required for registration.

15.4.3 Finances

The Centre shall:

- maintain the finances necessary for the function of the Centre
- engage an independent person to provide an annual review/audit of the Centre's finances
- draw up an annual budget
- maintain a financial institution account into which all student fees are paid and from which Centre expenses and supervisors' remunerations are paid
- pay the annual Centre registration fee to the NSW College CPE
- pay the Administrative Secretary for the cost of producing NSWCCPE certificates

The Centre Director, in consultation with the Centre Advisory Committee/Professional Consultation Committee, shall determine the disbursement of funds from the Centre account.

15.4.4 Risk Management

The Centre Director shall:

- ensure that all appropriate insurance policies are maintained
- a regular risk assessment process is engaged
- a complaints procedure is regularly updated and published
- a backup plan is in place to provide sick leave for all supervisory staff
- a well-defined succession plan is in place for future leadership of the Centre.

15.4.5 Centre Student Handbook

The Centre Director shall be responsible for developing and updating a Handbook for the Centre. The Student Handbook shall provide information concerning:

- the host organisation — mission, protocols, policies and procedures to be followed
- the aims and objectives of each CPE program offered by the Centre
- the respective responsibilities of student and supervisor for student learning
- student responsibilities and accountability within the host organisation.

15.4.6 Course Unit Booklets

In addition to the Student Handbook, each student undertaking a level of CPE (Foundational 1 and 2, Specialist 3, Advanced 4) shall be provided with a Course Unit Booklet containing a detailed outline of the course content and a course timetable.

15.4.6 Website

The Centre Director shall provide up-to-date information about Centre personnel and educational programs for publication on the NSWCCPE Inc website.

15.5 Education Programs, Curricula, and Evaluation

15.5.1 The programs offered by the Centre shall be based on the definition of CPE as stated in the Constitution of the NSWCCPE Inc.

15.5.2 Group size: A CPE group shall have a minimum of three and a maximum of six students unless otherwise authorised by the College.

15.5.3 The programs of the centre shall follow a curriculum that meets the standards set out in the NSWCCPE Handbook 2023 and that complies with the Course Unit Outlines specified in the NSWCCPE Academic Manual.

15.5.4 The aims, objectives, learning outcomes and assessment tasks for each course and unit shall be those stated in Course Unit Outlines for Foundational CPE 1 and 2, Specialist CPE 3, and Advanced CPE 4 as specified in the NSWCCPE Handbook 2023.

15.5.5 For each unit of CPE (1, 2, 3 and 4) a Course Unit Booklet shall be developed and issued to each student participating in that unit. The Course Unit Booklet shall specify the course content and timetable and shall conform to the requirements set out in the NSWCCPE Handbook 2023.

15.5.6 The implementation of the curriculum shall adhere to the adult learning model of action-reflection and shall take into account the individual student's goals or learning needs as well as the requirements of placement entities.

15.5.7 Didactic presentations shall take account of students' learning needs, course outcomes, and topics and issues relevant to the students' placement context(s).

15.5.8 When available, professional personnel may be invited to discuss relevant issues with the CPE group.

15.5.9 Assessment The assessment of each unit shall be in accordance with the assessment requirements of the Course Unit Outline for each unit (CPE 1, 2, 3, 4). Assessment criteria shall be developed for each CPE unit, differentiating between work undertaken at undergraduate and graduate levels, the distinction applying to both award and non-award students at each level. A copy of the criteria shall be included in the Course Unit Booklet given to each student.

15.5.10 Reports

At the completion of the unit, the supervisor shall write a report for each student supervised stating:

- the details of the clinical placement
- the goals set by the student
- an assessment of the student's level of achievement of the goals with supporting evidence from the student's Pastoral Encounter Review materials
- an assessment of issues for further development
- the supervisor's observations of the student's participation in the group process
- an assessment of the student's level of competency in each of the standards applicable to the CPE unit undertaken. The assessment shall be based on evidence in the student's written materials.

The report shall be discussed with the student at the final individual supervision and signed by both student and supervisor.

A copy of the report shall be placed in the student's confidential file to be kept for a period of seven years.

15.5.11 End-of-unit survey

Students shall be given a student survey form to be completed anonymously at the end of the course. Feedback from the student survey shall be considered for development and implementation of future units.

15.5.12 Supervisor Evaluation

The Centre Director shall ensure that the supervisor responsible for a unit shall write an evaluation of the unit to be kept in the Centre files for seven years.

15.6 Student Selection and Placement

15.6.1 The Centre shall develop a policy concerning the student selection and placement process, which will include:

- The application process and the information provided to prospective students concerning the CPE Unit requirements and the requirements of the pastoral placement
- The process of establishing an initial contact
- The documentation required for an application
- The interview process and questions
- The selection of interviewers
- The process for informing successful and unsuccessful students
- The allocation of students to a supervisor and the placement process
- The orientation to the requirements of the host entity

15.6.2 The Centre shall provide significant opportunities for pastoral/spiritual care practice and enable participants to function as student pastoral/spiritual care practitioners at a level appropriate to their experience and professional development.

15.7 Centre Director Accountability

15.7.1 The authorised CPE Centre Director is accountable for the maintenance of the NSWCCPE Inc. Standards for all CPE programmes conducted in a Centre.

15.7.2 Centre Director Responsibilities

The Centre Director is responsible for ensuring the following:

15.7.2.1 Liaison with the host entity concerning programs and student placements.

15.7.2.2 Ensuring that the programs offered by the Centre comply with the curriculum and academic standards of the NSWCCPE Inc. and the Sydney College of Divinity.

15.7.2.3 Annual consultation with all Centre supervisors concerning the programs to be offered each year and the allocation of supervisors to each program.

15.7.2.4 Notification to the NSWCCPE Inc of the details and dates of all programs to be offered each year.

15.7.2.5 Ensuring that details and dates of Centre programs are available on the College website and other relevant locations and are regularly updated.

15.7.2.6 Ensuring that student interviews are conducted prior to each program in accordance with the guidelines of 15.6.1.

15.7.2.7 Ensuring that students in Centre programs are registered with the NSWCCPE Inc's Administrative Secretary.

15.7.2.8 Ensuring that all policies stipulated by NSWCCPE Inc, and the host institution are adhered to and are available to the students.

15.7.2.9 Overseeing the work of the supervisors in the Centre.

15.7.2.10 Overseeing the progress of supervisors-in-information in compliance with the requirements of the NSWCCPE supervisor education program and the CP Supervisor and CP Educator accreditation processes.

15.7.2.10 Facilitating the professional development of the Centre supervisors.

15.7.2.11 Encouragement of supervisors to consider research projects with provision of leave-of-absence to enable opportunities for research or the awarding of a scholarship.

15.7.2.12 Development of relationships within the wider community including church/faith/spiritual communities.

15.7.2.13 Provision of an annual report to the Annual General Meeting of the College including details of changes in personnel.

15.7.2.14 Completion of the NSWCCPE Inc. form confirming that the necessary student consents have been obtained.

15.7.2.15 Ensuring that a written statement has been received from a candidate for accreditation as CP Supervisor or CP Educator, declaring that the personal information of supervisees, patients, and other clients has been de-identified.

15.7.3 Centre Director Appraisal

15.7.3.1 As required by the Sydney College of Divinity, the Centre Director shall undergo an annual appraisal.

15.7.3.2 The appraisal shall be organised by the ARPS Committee

15.7.3.3 The appraisal shall take into account the Centre Director responsibilities listed in 15.7.2.

15.8 Centre Staff

15.8.1 Personnel

The Centre shall work with, or obtain the services of, the following personnel:

15.8.1.1 One or more accredited CPE Supervisors, CPE Educators or CPE Educational Consultants except with special permission from NSWCCPE Executive/Council.

15.8.1.2 Such theologians, psychologists, and interdisciplinary staff as necessary for the education of students.

15.8.1.3. Secretarial services as required.

15.8.2 Centre Supervisors

Supervisors working within the Centre shall:

15.8.2.1 be accountable to the Centre Director for the maintenance of NSWCCPE Inc. Standards.

15.8.2.2 uphold the standards and policies of the Centre in the selection of students and implementation of the curriculum.

15.8.2.3 accept the number of students viable in the setting and circumstance, taking account of the group size authorised by standard 15.5.2.

15.8.2.4 uphold a decision about the dismissal of a student as determined by the Centre Director in consultation with the student's supervisor and other relevant personnel.

15.8.2.5 respect the philosophy of the entity providing the pastoral placement.

15.8.2.6 receive the required number of individual supervision sessions each year as set out in the NSWCCPE Inc. Supervisor Declaration Form.

15.8.2.7 attend the NSWCCPE Inc. Supervisor Professional Development Days and Residential Weekends and present material for peer supervision.

15.8.2.8 adhere to the NSWCCPE Professional Development Policy.

Supervisors-in-Formation shall also:

15.8.2.9 complete the NSWCCPE Inc education program required of Supervisors-in Formation

15.9. Policies and Procedures

The Centre shall develop and adhere to the following policies and procedures to ensure professional functioning:

15.9.1 Interview and Selection of Students

15.9.2 Student Clinical Pastoral Placement

15.9.3 Networking with Allied Professionals for Student Education

15.9.4 Refunding of Student Fees

15.9.5 Dismissal of Students

15.9.6 Exit Interview

15.9.7 Quality Control of Program

15.9.8 Harassment, Victimization, & Discrimination

15.9.9 Privacy and Filing

15.9.10 Library Access

15.9.11 Grievance and Complaints

15.9.12 Structure & Function of CPE Advisory Committee

15.9.13 Adherence to the Policies of the Host Institution, especially concerning Volunteers

15.9.14 Risk Management.

15.10 Application process for joining another Centre

15.10.1 Purpose and Rationale

The purpose of this application process is to provide a Centre Director with an opportunity to be fully informed regarding the professional functioning of a Supervisor-in-Formation, a CP Supervisor, a CP Educator, or an Education Consultant who is seeking permission to work in that Centre.

The process aims to ensure that an applicant provides full disclosure of the applicant's background, professional formation, and professional practice history. The requirement for the Centre Director to interview the applicant with another Centre Director offers collegial support in identifying the challenges of an applicant's human and professional strengths and weaknesses. The broader consultative process with the chairpersons of the Executive and ARPS Committees enables a Centre Director to become aware of any issue/s related to the applicant's functioning within the NSW or other CPE Association. Referral to those committees complies with the Centre Director's ethical responsibility to maintain a safe environment for students within the Centre. Each step is essential in supporting the Centre Director in accepting a new supervisor into the Centre.

15.10.2 Application

The applicant (SIF, CP Supervisor, CP Educator or Education Consultant) is required to provide the following documentation:

- 15.10.2.1: A formal letter of request stating the reason for the application.
- 15.10.2.2: Two or more references, including at least one reference from the Centre Director(s) and/or supervisor(s) with whom the applicant has worked, and a statement from the Pastoral/Spiritual Care Manager or Chaplain Co-ordinator concerning the applicant's working relationships with institution personnel.
- 15.10.2.3 A CV stating educational background, religious/spiritual affiliation, and CPE history.
- 15.10.2.4 A letter stating the applicant's good standing with the religious/spiritual organisation with which the applicant is affiliated.
- 15.10.2.5 Reports and recommendations from previous Review Committees.
- 15.10.2.6 A statement of the applicant's plans concerning continuing supervisory formation and education.
- 15.10.2.7 A letter from the ARPS Committee, or if the applicant is from interstate, a letter from the Professional Standards Committee of the relevant CPE association. The letter will state any professional issues that have been or are still being addressed in relation to the applicant. It will also offer a detailed statement of the applicant's standing in that CPE Association.
- 15.10.2.8 A brief statement of the applicant's reasons for seeking to join the Centre and the support expected to be provided by the Centre Director during the applicant's tenure in the Centre.

15.10.3 The Application Process

- 15.10.3.1 Upon receipt of the application, the Centre Director will arrange for the applicant

to attend an interview with the Centre Director and a Centre Director from another NSW CPE Centre.

15.10.3.2 Following the interview, the Centre Director will notify and consult with the chairpersons of the ARPS and Executive Committees regarding the content of the application. Approval from those committees is required before the applicant is granted permission to work in the Centre.

15.10.3.3 The ARPS Committee or the Executive may make certain recommendations concerning the applicant's functioning within the Centre.

15.10.3.4 The recommendations will be included in the letter of acceptance sent to the applicant.

15.10.3.5 In the event that the request is declined, the applicant will be informed by letter of the reasons for non-acceptance.