



TASPE

*Tasmanian Association for Supervised Pastoral Education*

# STANDARDS

OF THE

TASMANIAN ASSOCIATION

FOR

SUPERVISED PASTORAL EDUCATION (TASPE) INC.

January 2020

## **The Tasmanian Association for Supervised Pastoral Education – TASPE Inc.**

TASPE Inc. is an Multi-faith Association incorporated under the Associations Incorporation Act of Tasmania and oversees the work of CPE within the Australian State of Tasmania.

### **STANDARDS OF THE ASSOCIATION – FOUNDATION & ADVANCED CPE**

TASPE Inc.  
C/- RHH Chaplaincy Services  
GPO Box 1061  
HOBART TAS 7001  
[www.taspe.com.au](http://www.taspe.com.au)

General Enquiries: [info@taspe.com.au](mailto:info@taspe.com.au)

Correspondence may be emailed to the Secretary: [secretary@taspe.com.au](mailto:secretary@taspe.com.au)

### **Acknowledgments**

These Standards draw upon the Standards of the NSW College of Clinical Pastoral Education, The South Australia and Northern Territory Association for Clinical Pastoral Education and the Association for Supervised Pastoral Education in Australia Inc.

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## 1. History of TASPE Inc.

The Rev'd Eric Cave was appointed Anglican Chaplain to the Royal Hobart Hospital in August 1986. As part of his appointment he was required to complete a unit of Clinical Pastoral Education, (CPE). This was undertaken at St Vincent's Public Hospital in Sydney. Eric completed a further Summer Unit at the Royal Park CPE Centre in Melbourne 1989. In the same year, 1989, the Rev'd Roy Bradley conducted the first unit of CPE at the Royal Hobart Hospital. The participants were, Ms Adeline Mills, Ms Gwenyth Larsen, Mr Les Batchelor, Fr Gerald Quinn, The Rev'd Mollie Chick and the Rev'd Eric Cave. Subsequently Eric was successful in obtaining a Supervisor in Training (A/Level I) placement at the Royal Melbourne Hospital and completed three units of CPE under the Centre Director, The Rev'd A. John Bell in 1990. During that year he was invited to apply for the position of Supervisor in Training (A/level II) by the Rev'd Dr John Paver, at the newly created CPE Centre at the Repatriation General Hospital, Heidelberg. Eric was successfully accredited as a Level II supervisor, by ASPEA inc. in 1991 and commenced CPE units the following year in Tasmania. Since that time units of CPE have been conducted in Hobart, Launceston, Burnie, Devonport and Latrobe. The Royal Hobart Hospital was the accredited centre for Tasmania under ASPEA inc. from 1991 until 2013 when during the Annual General Meeting of ANZACPE the Eric sought approval of the Member Associations for Tasmania to become a Member Association in its own right. Approval was given.

With this support and also the encouragement from the Tasmanian members of Spiritual Care Australia, the Tasmania Association for Supervised Pastoral Education inc. (TASPE) was formed 5<sup>th</sup> June 2013. Incorporation was subsequently sought and granted by the Tasmanian Department of Justice.

### **ANZACPE**

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 Level II supervisors and at its Annual Conferences people seeking accreditation or reaccreditation at that level are often reviewed. ANZACPE does not accredit but recommends accreditation of the applicant to the member organisation.

## 2. Definitions

<b>Accreditation.</b>	Accreditation is the official recognition by the TASPE Inc. that an applicant has satisfied a Review Committee that they have met the requirements of the TASPE Inc as specified in this handbook, and are authorised to function within a TASPE Inc approved CPE Program.
<b>Aim.</b>	Aims are directed towards the goal, the ultimate aim equals the goal.
<b>Centre.</b>	A CPE Centre is an entity registered by the TASPE Inc to provide or coordinate (either directly or by contract) CPE training Programs.
<b>Centre Director.</b>	A Centre Director is a Level II or Level III Supervisor authorised by TASPE Inc. to plan, organise and lead CPE Programs within a Centre registered by TASPE Inc.
<b>Clinical Pastoral Education (CPE)</b>	Training for formation of pastoral ministry that involves the development of personal, professional and pastoral identity. CPE takes place in a setting where the participant exercises a pastoral ministry, that becomes the focus for learning. The participant contracts with an accredited Supervisor to enter a self directed learning process involving an action/reflection model. Supervision takes place both individually and in small groups.
<b>Curriculum.</b>	A curriculum is the content and process of a course of study.
<b>Friend of the Association</b>	A member of the who is sympathetic towards and has an understanding of the work of TASPE.
<b>Goal.</b>	A goal is the end result.
<b>Objectives.</b>	Objectives are the strategies for the achievement of the goal.
<b>Participant:</b>	A person engaged in a CPE program being run by an accredited CPE Supervisor.
<b>Pastoral Encounter Review (PER)</b>	PER – replaces the term ‘Verbatim’. A review of a pastoral encounter that includes a verbatim account, a reflective analysis, evaluation and learning of the encounter. Brought by a CPE Participant to a group or Supervisor.
<b>Professional Development</b>	Held in conjunction with ANZACPE at the Annual Conference, and intrastate with members of CPE Associations.
<b>Program.</b>	A Program is the plan of the course of study.
<b>Registered Centre.</b>	A registered centre is an appropriate location for the conduct of CPE Programs, which are recognised and registered by TASPE Inc., and which operates according
<b>Registration.</b>	Registration is the process by which a Centre is assessed and authorised to function within the guidelines laid down by TASPE Inc

<b>Review Committee.</b>	A Review Committee is a specifically appointed committee that reports back to the Executive. It is involved in the process of the Registration of Centres and the accreditation of Supervisors.
<b>Student</b>	See 'Participant' above
<b>Supervision</b>	refers to an educational process based on a relationship between supervisor and participants in which participants are helped to reflect on their own experiences, both individually and in small groups, in order to achieve greater awareness of and sensitivity to their client's needs, and to develop their own personal and professional pastoral identity and functioning.
<b>Supervisors</b>	are accredited by TASPE inc after having been assessed as possessing the qualifications, abilities and training to supervise. There are three levels of supervisor.
<b>Training Levels:</b>	
<b>Foundation CPE</b>	CPE refers to a program, which provides participants with the fundamentals of the supervised clinical method of learning in ministry.
<b>Advanced CPE</b>	CPE refers to a program in which all participants have satisfactorily completed at least one Foundation unit or its equivalent, or where a participant has met the objectives of an advanced unit.
<b>Supervisory</b>	refers to the education of participants in the theory and practice of Pastoral Supervision and to assist them to achieve competence in functioning as supervisors.
<b>Supervisory Levels</b>	
<b>Clinical Pastoral Supervisor (CPS).</b>	A CPS is a person who is accredited by TASPE Inc. to provide supervision for Foundation and if appropriate Post-Foundation participants under the authority of a CPED or a CPED (Level III) Supervisor.
<b>Clinical Pastoral Educator (CPED):</b>	A CPED is a person who is accredited by TASPE Inc. according to the Australia and New Zealand Association for CPE Standard (ANZACPE Standard) to conduct Introductory, Foundation and Advanced CPE programs and may be appointed as a Centre Director. Level II Supervisors are not accredited to provide training in supervision.
<b>Clinical Pastoral Educator (CPED Level III).</b>	A CPED Level III Supervisor is a person who is accredited by TASPE Inc. to conduct Introductory, Foundation, Advanced and Supervisory CPE programs and may be appointed as a Centre Director. All accredited Supervisors and those permitted to act as Supervisors shall be attached to a Clinical Pastoral Education Centre and be responsible to the Centre Director. Supervisors not employed by a Centre may work in another Centre by agreement.

### 3 CPE Framework, Model and Minimum requirements

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. CPE uses an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), with knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilizes the '*action-reflection*' model of learning. The '*action*' component entails practical experience in the work of pastoral/spiritual care within a pastoral/spiritual 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'/participants' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from living human documents.

The specific content of a CPE Unit will depend upon the particular interests and needs of the students/participants and the context(s) in which they offer pastoral/spiritual care. The learning process allows for the addressing of the particular learning goals that each student/participant identifies. The process balances the practical experience of pastoral/spiritual care, small group supervision/interaction, and personal individual supervision, in an integrated programme of experiential and theoretical education.

Foundational to the CPE process is a relational learning environment, based on the development of mutual trust, respect, openness and challenge.

CPE Units integrate clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

#### 3.1 *Elements and Model of Learning*

CPE is widely recognised as professional training for ministry. It brings participants (ministers, lay people and theological students) into supervised encounters in a variety of circumstances and institutions. Participants develop effectiveness in ministry through intense involvement with people and through feedback from peers and supervisors.

##### 3.1.1 The essential elements of CPE include:

- A specific time period
- The actual practice of ministry to people
- Detailed reporting and evaluation of that practice
- Theological 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

### 3.1.2 The Model of Learning.

CPE is a model, that 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 participants:

- 1) Engage with people in a variety of settings and circumstances.
- 2) Explore theology whilst working with the 'Living Human Document'.
- 3) Set and pursue goals and objectives as part of an individual learning contract.
- 4) Reflect on, record and present experiences of pastoral engagement, individually and in groups.
- 5) Recognise and appropriately respond to the complexity of issues and emotions associated with pastoral experience.
- 6) Work towards developing their own theology of Pastoral Care that is both contemporary and functional within the context of their faith tradition.
- 7) Evaluate all aspects of their pastoral practice.
- 8) Incorporate new learnings into their perceptions and behaviour.

**Participants:** The number of participants in a group is between 4 and 6.

**Time Frame:** Each Unit can be completed over a minimum of ten (10) weeks or a maximum of forty four (44) weeks.

**Learning Contract:** Participants, at the commencement of the Unit and in consultation with their supervisor, will draw up a learning contract specifying the goal(s) and objective(s) that are mutually acceptable to the participant and supervisor.

**Placements:** Participants will be allocated placements that will enable them to experience and learn from their pastoral engagements. If these placements are different to the hospitals or centres listed within the By-Laws, a contract of agreement will need to be signed by their Supervisor, a representative of the institution and the participant.

**Supervision:** Using an action/reflection model of learning, participants meet with their supervisor individually and with their peer group and supervisor to reflect on their experience of pastoral engagement.

**Resources:** Didactics and literature are offered to participants as a means of understanding their experience.

**Reflective Evaluation Methods:** Methods used in the Program to help participants evaluate their personal and pastoral functioning include but are not limited to, verbatims and critical incident reports, theological reflection, Spiritual Assessment tools, peer led didactic sessions, journal writing, book reviews, Journal article reviews, and group process.



### **3.2 Minimum Requirements**

All Units of CPE, Foundation, Post Foundation or Advanced are of a minimum of four hundred (400) hours duration and conducted by an accredited CPE Clinical Pastoral Educator. Participants are required to complete the following standards:

- 1) Ten (10) hours of Individual (one-to-one) Supervision
- 2) Ninety (90) hours (with at least 80% attendance) of peer group supervision (including seminars / didactics / other presentations).
- 3) Two hundred (200) hours of clinical placement of which one hundred (100) hours actual face to face practice of pastoral engagement. The remaining 100 hours over and above the actual practice hours may include observing others offering pastoral/spiritual care , debriefing, inter-disciplinary meetings, collegial conferring, self-care following a particularly challenging pastoral/spiritual encounter, writing notes regarding a pastoral/spiritual care encounter (notes that later may beshaped into a full PER), handover, statistical recording, research and preparation for ministry and worship services. It may also include preaching, administration and education within a pastoral context.
- 4) 100 hours within the total of four hundred (400) hours are allocated for personal reading and written reflection.

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

- 1) 1 x Personalised Learning Contract / Learning Goals statement
- 2) 1 x Spiritual Journey Paper - description of what their received theology/spirituality teaches about pastoral/spiritual care and how their own spiritual journey impacts the pastoral/spiritual care they offer
- 3) 9 x Pastoral/Spiritual Encounter Reviews (PERs) (or equivalents)
- 4) 1 x Mid Term Evaluation
- 5) 1 x Final Evaluation

Each CPE student/participant is required to present within the learning group at least **8** of the above 13 written/visual/oral materials for peer and supervisor feedback.

### **3.2 Foundation CPE – Objectives and Competencies**

#### **Objectives:**

CPE Participants:

- 1) Become more aware of her or himself as a pastoral practitioner and of the ways that their pastoral engagement affects others.
- 2) Develop basic interpersonal skills by actively listening to and responding appropriately to those with whom they engage.
- 3) Clarify their own spiritual journey and faith development and how these relate to pastoral functioning.
- 4) Learn to use the action/reflection model when self-evaluating their relationships in pastoral practice.
- 5) Use individual and peer supervision for evaluation of their pastoral engagements and for growth in their understanding.

- 6) Use both individual and group supervision for interaction, support, clarification and confrontation as a means of integrating their personal and pastoral identity.
- 7) Increase their understanding of their faith when issues arise during their pastoral practice. This will serve to enrich their pastoral identity.
- 8) Learn to discern any faith needs of those with whom they engage and to be a supportive presence. For example they may offer meditation, prayer, sacraments, reading from Sacred Writings or other spiritual resources.
- 9) Develop the ability to assess pastoral needs taking into consideration differences in culture, spirituality, ethnicity, socioeconomic backgrounds, psychological and emotional expression.
- 10) Become aware of their pastoral role as they interact with peers and other professionals.

## **Competencies**

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

### **Professional Practice**

Demonstrates the capacity to:

- 1) Engage in the pastoral / spiritual care of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds
- 2) Listen reflectively
- 3) Identify a person's pastoral / spiritual need and attend appropriately
- 4) Initiate pastoral/spiritual caring relationships
- 5) Engage with inter-disciplinary staff
- 6) Manifest professional resilience
- 7) Function ethically as a pastoral/spiritual care practitioner

### **Reflective Practice**

Demonstrates the capacity to:

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

### **Informed Practice**

Demonstrates the capacity to:

- 1) Reflect upon particular encounters and pastoral/spiritual experience within a theological / spiritual framework.
- 2) 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.

### **Evolving Practice**

Demonstrates the capacity to:

- 1) consider and experiment with varied approaches to pastoral / spiritual care.
- 2) Explore how the insights gained from their theological / spiritual reflection regarding their pastoral/spiritual experience can be incorporated into subsequent practice.

A student / participant will usually have completed a number of Foundational CPE units before being considered for Advanced CPE.

## ***3.4 Accreditation***

In order to receive an accreditation CPE participants need to be able to demonstrate through their written materials and engagement in the peer group and Individual supervision sessions that they have actively engaged in the CPE learning process and have met each of the objectives for the unit. Participants need to be able to also demonstrate their ability to utilise the action / reflection model of learning towards meeting their goals for the unit.

## Assessment Tool for Foundation Units of CPE

<b>Professional Practice</b> This means demonstrating: -	<b>Does NOT Meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<ul style="list-style-type: none"> <li>The ability to engage in the pastoral / spiritual care of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds.</li> </ul>			
<ul style="list-style-type: none"> <li>The capacity to listen reflectively</li> </ul>			
<ul style="list-style-type: none"> <li>The capacity to identify the person's agenda and spiritual needs and attend appropriately;</li> </ul>			
<ul style="list-style-type: none"> <li>The ability to initiate pastorally caring relationships;</li> </ul>			
<ul style="list-style-type: none"> <li>The capacity to engage with inter-disciplinary staff;</li> </ul>			
<ul style="list-style-type: none"> <li>The capacity to manifest professional resilience</li> </ul>			
<ul style="list-style-type: none"> <li>The capacity to function Ethically as a pastoral / spiritual care practitioner</li> </ul>			
<ul style="list-style-type: none"> <li>A capacity to consider and experiment with varied approaches to pastoral practice.</li> </ul>			
<b>Reflective Practice</b> This means demonstrating the capacity to: -			
<ul style="list-style-type: none"> <li>articulate, evaluate and reflect in writing on their ministry and its effect on others;</li> </ul>			
<ul style="list-style-type: none"> <li>engage in reflective conversation about their ministry with peers and supervisor;</li> </ul>			
<ul style="list-style-type: none"> <li>articulate how their spirituality/theology, assumptions, attitudes, values, story, strengths and limitations impact and influence their pastoral / spiritual care;</li> </ul>			
<ul style="list-style-type: none"> <li>reflect upon relationships with peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self;</li> </ul>			
<ul style="list-style-type: none"> <li>use the action reflection model and to evaluate progress towards their goals and objectives;</li> </ul>			
<ul style="list-style-type: none"> <li>engage in self and peer supervision ie, the ability to hear, engage and reflect upon the support and feedback offered by the CPE Supervisor(s) and / or their peer group.</li> </ul>			
<ul style="list-style-type: none"> <li>reflect on the ethical considerations associated with Pastoral Care</li> </ul>			
<b>Informed Practice / Theological/Spiritual Reflection</b> This means demonstrating the capacity to: -			
<ul style="list-style-type: none"> <li>reflect upon particular encounters and pastoral experience within a theological/spiritual framework;</li> </ul>			

<ul style="list-style-type: none"> <li>reflect upon and evaluate the meaning of the pastoral role in relation to their theology/spirituality and identity as a pastoral carer;</li> </ul>			
<b>Evolving Practice</b> This means demonstrating: -			
<ul style="list-style-type: none"> <li>The capacity to consider and experiment with varied approaches to pastoral/spiritual care.</li> </ul>			
<ul style="list-style-type: none"> <li>The ability to explore how the insights gained from the Student's theological/spiritual reflection on pastoral experience can be incorporated into subsequent practice</li> </ul>			

## 4. Advanced CPE – Objectives and Competencies

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, professional competency, and may include the intention to seek professional development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational CPEs.

### 4.1 *Minimum requirements*

To be accredited as having completed a unit of CPE at an Advanced Level the Candidate will be required to demonstrate to a panel of professional people that includes representatives of pastoral, supervisory and faith traditions, his or her competence in providing pastoral care. The panel will be seeking to ensure that the Candidate is competent in each of the four phases of the experiential cycle of learning. During the meeting the Candidate will be required through their written materials and interview to demonstrate concrete experience, reflective observation, pastoral and faith conceptualisation and active experimentation. At this level the panel will be looking to see how the Candidate exercises freedom to depart responsibly from a Foundation CPE format, in order to strengthen their personal and pastoral security in the absence of well-defined roles and boundaries.

- 1) Advanced CPE requires the Candidate to show a heightened level of personal awareness, pastoral formation and professional development in a pastoral care specialisation that allows for intensive and extensive engagement on which to focus their development during the unit. Professional competency is the desired outcome.
- 2) The minimum requirements for advanced CPE are the same as those for a Foundation Unit (see 3.1.1ff).
- 3) In addition, the Candidate will write a paper integrating theory and pastoral practice in an area in which they have specialised. It is expected that this paper would be of a quality to meet requirements for publication.

### 4.2 *Advanced Unit Objectives & Competencies*

#### 4.2.1 Advanced Objectives

These focus on the Candidate's development of professional competency within a specialised ministry and include helping participants to:

- 1) Further develop their pastoral identity and become pastorally competent in concentrated areas of pastoral engagement while developing skills needed for in depth Pastoralcare or for crisis situations. To become proficient in documenting these interactions and making appropriate referrals.
- 2) Use the action/reflection model in self evaluating their strengths and limitations (values, attitudes, assumptions) in recognising how these may help or hinder their pastoral practice and in developing options for self growth.

- 3) Gain competence in utilising supervision and consultation to evaluate their personal and professional growth in pastoral care.
- 4) Take initiative and show leadership in using their peer group for increased self understanding and for personal and pastoral identity integration.
- 5) Use faith reflection in their engagements to enrich their pastoral identity.
- 6) Make optimum use of their spiritual heritage, faith understanding, psychosocial dynamics, and cultural and ethnic differences in pastoral care to persons and groups.
- 7) Develop the capacity to use a pastoral perspective and ministerial competence in a variety of functions such as: preaching, teaching, administration, pastoral care and counselling. Within each focused ministry, the design of the Program concentrates on proficiency in four dimensions:
  - a. *Knowledge outcomes*: Understanding of general and specific facts, processes, theories and methodologies of the focused ministry.
  - b. *Skills outcomes*: Attainment of pastoral communication skills and leadership.
  - c. *Values/Beliefs*: Articulation of the meaning of their pastoral identity and the theological framework of their ministry.
  - d. *Relationships*: Integration of personal, professional and theological competencies.
- 8) Candidates develop the ability to work as pastoral members of an interdisciplinary team

## 4.2.2 Advanced Competencies

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

### 4.2.2.1 Professional

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 of a variety of people with their unique experiences, whilst taking into account their cultural, spiritual and social backgrounds
- 2) offer consistent respect for peoples' pastoral/spiritual needs through the use of various pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict resolution, crisis management, and the appropriate use of spiritual resources
- 3) assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including during critical incidents) whilst maintaining a clear pastoral/spiritual identity
- 4) work effectively with multi-disciplinary staff
- 5) manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction, and clear, accurate professional communication
- 6) demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual care professionals, and/or professionals from other disciplines
- 7) identify ethical principles in relation to pastoral/spiritual situations

#### **4.2.2.2 Reflective**

Demonstrates the capacity to:

- 1) evaluate and articulate: a) the quality of pastoral/spiritual care provided; b) relationships with peers, supervisors and professional colleagues; and c) progress towards goals and objectives
- 2) engage in self-supervision and peer-supervision within the CPE Unit
- 3) identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness, and articulate the effect of experimenting with alternative pastoral/spiritual styles and interventions.
- 4) reflect on the ethical considerations associated with pastoral/spiritual care, and function ethically as a pastoral/spiritual care practitioner

#### **4.2.2.3 Informed**

Demonstrates the capacity to:

- 1) articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with their own personal spiritual and cultural values, basic assumptions and personhood, and that is 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) consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's own existing theological/spiritual understanding
- 4) explore and articulate how any particular situation might inform future pastoral/spiritual care practice
- 5) engage in group and relational processes (including conflict), and explore the theological/spiritual and conceptual issues arising from these processes

#### **4.2.2.4 Evolving**

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

### **4.3 *Review Committee for Advanced CPE***

To be accredited as an Advanced CPE participant and/or proceed to supervisory education training a participant needs to present before a Review Committee approved by TASPE.

#### **4.3.1 *Written Requirements***

The Candidate will be required to provide the following typed materials, 1.5 spaced, Font 12, Times New Roman. Word count is not to exceed 10,000 (plus Appendix) securely bound, and delivered to each member of the Committee, two weeks before the meeting. Final Evaluation can be presented three days prior to the meeting.



- i. A brief statement of request to the Committee.
- ii. A Report of Ministry of a pastoral conversation including any prayer or other religious resources used with a person or persons, and evaluation of that ministry.
- iii. A comprehensive case study and evaluation of a pastoral ministry with one particular person or family, including a report of an inter-professional contact with a pastoral purpose.
- iv. An essay, not exceeding 2000 words on a subject demonstrating the ability to reflect upon a single case or selection of cases, in a way that shows integration of theology and ministry.
- v. Final Evaluation for the CPE Unit.
- vi. An Appendix with the following documents:
  - (a) Final Evaluations of other CPE Units.
  - (b) An updated autobiographical statement, including an account of your faith journey and development.
  - (c) A copy of this document.
  - (d) Should the Candidate have conducted their ministry in a context other than the Centre, a letter of support from their Pastoral Administrator.

#### **4.3.2 Review Committee Arrangements and Purpose**

The Centre Director, in consultation with the Candidate and Supervisor will be required to form a Review Committee of five professional people and to make the necessary arrangements. The Committee shall consist of:

- i. The Candidate's supervisor
- ii. Two TASPE Inc approved supervisors in addition to the Candidate's supervisor (with a maximum of one Provisional Pastoral Supervisor),
- iii. A representative from the Candidate's practical placement
- iv. A representative from the Candidate's spiritual tradition

The Centre Director, in consultation with the Supervisor, determines who will Chair the committee. The Review Committee is required to ensure the candidate is competent in all four phases of the experiential cycle of learning; concrete experience, reflective observation, pastoral and theological/spiritual conceptualisation; and active experimentation as outlined in the Objectives for an Advanced CPE Unit.

It is recommended that the Candidate pays an honorarium of fifty dollars (\$50) to each member of the Committee to cover travelling and any out of pocket expenses.

## *Advanced unit Competencies*

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:	Does not meet the Standard	Meets the Standard	Exceeds the Standard
<p><b>4.2.2.1 Professional</b></p> <p>This means the ability to be able to:</p> <ol style="list-style-type: none"> <li>1) provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, spiritual and social backgrounds.</li> <li>2) offer consistent respect for peoples' pastoral/spiritual needs through the use of various pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict resolution, crisis management, and the appropriate use of spiritual resources.</li> <li>3) assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including during critical incidents) whilst maintaining a clear pastoral/spiritual identity.</li> <li>4) work effectively with multi-disciplinary staff.</li> <li>5) manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction, and clear, accurate professional communication.</li> <li>6) demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual care professionals, and/or professionals from other disciplines.</li> <li>7) identify ethical principles in relation to pastoral/spiritual situations.</li> </ol>			
<p><b>4.2.2.2 Reflective Observations on Pastoral practice</b></p> <p>Demonstrates the capacity to:</p> <ol style="list-style-type: none"> <li>1) evaluate and articulate:               <ol style="list-style-type: none"> <li>a. the quality of pastoral/spiritual care provided;</li> <li>b. relationships with peers, supervisors and professional colleagues; and,</li> <li>c. progress towards goals and objectives</li> </ol> </li> </ol>			

<ul style="list-style-type: none"> <li>2) engage in self-supervision and peer-supervision within the CPE Unit.</li> <li>3) identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness, and articulate the effect of experimenting with alternative pastoral/spiritual styles and interventions.</li> <li>4) reflect on the ethical considerations associated with pastoral/spiritual care, and function ethically as a pastoral/spiritual care practitioner.</li> </ul>			
<p><b>4.2.2.3 Informed</b></p> <p>Demonstrates the capacity to:</p> <ul style="list-style-type: none"> <li>1) articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with their own personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs.</li> <li>2) identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies.</li> <li>3) consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's own existing theological/spiritual understanding.</li> <li>4) explore and articulate how any particular situation might inform future pastoral/spiritual care practice.</li> <li>5) engage in group and relational processes (including conflict), and explore the theological/spiritual and conceptual issues arising from these processes.</li> </ul>			
<p><b>2.6 Evolving</b></p> <p>Demonstrates the capacity to:</p> <ul style="list-style-type: none"> <li>1) incorporate new learning into subsequent pastoral/spiritual practice and professional relationships, and then to evaluate the impact of this changed practice.</li> <li>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.</li> </ul>			

Comments			
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## 5 Accreditation For CPE Supervisory Responsibilities

### 5.1 *Supervision within TASPE*

Within CPE people are trained for pastoral ministry through a process that is referred to as supervision. Learning to supervise begins once someone has developed a strong sense of their own pastoral functioning and identity and expresses a strong desire to begin the supervisory journey. This is a journey that is expected to take several years. TASPE welcomes your interest in supervisory education. If you are reading this section of our standards you may be considering progressing your CPE beyond Foundation and Advanced CPE into the area of Supervision.

There are three supervisory levels recognised by ANZACPE and ratified by TASPE:

- Clinical Pastoral Supervisor
- Clinical Pastoral Educator
- Clinical Educator Consultant

Accreditation as a supervisor is granted by TASPE Inc. following a recommendation made by a Committee of Review.

The committee reaches its decision after first having reviewed accreditation materials provided and interviewed the candidate. Committees of review are held prior to the Annual Conference of ANZACPE.

The Chair of the Professional Standards Committee will forward any recommendations to the TASPE Executive. The candidate is responsible for compiling all necessary documentation into a single professional report that reflects the accreditation being sought.

TASPE Inc. supervisory education is based on experiential education. In order to gain accreditation at each of the three levels of supervision Supervisors act on a provisional basis under appropriate supervision until such time that they meet with and are accredited by an Accreditation Committee appointed by the TASPE Executive. The first level of accreditation is that of Pastoral Supervisor and Standard 5 provides a detailed account of the process to be undertaken if you decide to proceed down this path.

A Pastoral Supervisor is responsible for the individual supervision of a selection of CPE candidates who are undertaking a unit coordinated either by the CPE Centre Director or the Director's delegated Course Coordinator. Those who are authorised to co-ordinate a CPE Unit are provisional or accredited Clinical Pastoral Supervisors or Clinical Pastoral Educators. The provisional or accredited Pastoral Supervisor works collaboratively and collegially with the CPE Centre Director.

Those who aspire to become CPE Supervisors need to recognise that the process will be demanding on your time and abilities. Your involvement in part time CPE courses will require your engagement for at least eighteen months and possibly three years. Discuss your intention with the CPE Centre Director to gain a clear understanding of the days and hours you will be required each week for your Provisional Pastoral Supervision training.

Those seeking to begin supervisory training will have demonstrated their identity as a pastoral practitioner and competency in the delivery of pastoral care. The candidate for supervisory training will, in consultation with their supervisor and peers, have discerned their readiness to make the transition to supervision. The emphasis of the Pastoral Supervisory training is to assist the participant to gain a sense of supervisory identity and competency.

## **5.2**     *Clinical Pastoral Supervisor*

### **5.2.1**   **Prerequisites for entry to Provisional Pastoral Supervisor.**

The pastoral practitioner who is discerning a vocation as a supervisor in Clinical Pastoral Education will need to gather documental evidence that they have met the following pre-requisites:

- i.     been registered as a financial member of the Association
- ii.    been attested to be in good standing for pastoral practice and understand and are committed to the “Code of Ethics” for Pastoral, Ministry or Spiritual Care Practice of the recognized Religious, Faith or Spiritual Community to which they belong;
- iii.    attained certificates signed by a Centre Director or Course Coordinator indicating successful completion of at least three units of CPE one of which must be at an Advanced level. Candidates may request equivalency from other tertiary studies involving group and individual supervised pastoral practice. Candidates seeking equivalency need to document their case and submit this to the Executive; including a supporting letter from their current Accredited Supervisor;
- iv.    completed a unit of CPE within three years of application, or be actively employed as a pastoral carer and receiving regular professional supervision, or be actively involved in the Executive or a Committee of the Association;
- v.     gained or are undertaking a degree in Theology or the equivalent for their Faith community. The candidate is also to be actively pursuing further theological studies at a tertiary level. Where the candidate for supervisory training comes from a major world faith or spiritual tradition other than Christianity, she or he, prior to commencing as a provisional Pastoral Supervisor shall have successfully completed study in that tradition and practice, equivalent to the number of hours of two units of a Bachelor of Theology. The peak body of that tradition in Australia must recognise the form and content of this study. The candidate shall also demonstrate their active pursuit of further studies in that tradition at tertiary or equivalent level;
- vi.    negotiated with the Centre Director to pursue supervisory training and received written confirmation of the contract of appointment including any fees charged. The candidate will provide the Executive with a copy of the appointment letter and details of the contract arrangements.
- vii.    read and have acknowledged in writing that they have understood and are committed to the TASPE Code of Ethics;
- viii.    have acknowledged in writing that they have read, understood and accept any relevant policies such as bullying, harassment, privacy and confidentiality that are set by the institution in which they will supervise;
- ix.    met with an “ad hoc Committee” and gained a written recommendation that they are ready to begin as a Provisional Pastoral Supervisor.

### **5.2.2 Presentation to an “ad hoc Committee”**

The Committee shall be organized by the Director of the CPE Centre in which the candidate is seeking to work. The Committee shall consist of five professional members comprising: the Candidate’s Centre Director or delegated representative, who will chair the Committee at least one other provisional or accredited Clinical Pastoral Supervisor or Clinical Pastoral Educator and at least one accredited Pastoral Supervisor.

### **5.2.3 Payment of fees**

The candidate is to provide the Treasurer of TASPE with payment for the prescribed fee two weeks prior to the ad hoc committee’s meeting. The Centre Director will inform the Treasurer of the names of committee members for remuneration.

### **5.2.4 Required Evidence**

The candidate will demonstrate both in the written documents and in their engagement with the committee, evidence of their identity and competency as a pastoral carer, their readiness to begin the experience as a Provisional Pastoral Supervisor, their awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by TASPE Inc. Standards.

### **5.2.5 The Written Documents**

The candidate shall provide the following written documents to the Committee two weeks prior to the meeting:

1. A cover sheet containing such information as name, address, present position, religious or faith affiliation, relevant degrees, diplomas and certificates, relevant professional occupational background and experience in Clinical Pastoral Education;
2. A statement of request by the candidate of this Review Committee; AND
3. An updated autobiographical narrative, including theological/philosophical reflection upon the candidate’s spiritual journey;
4. A copy of the findings and recommendations from the candidate’s presentation to any previous “Advanced” or “Readiness to commence as a Provisional Pastoral Supervisor Committee”;
5. A copy of the candidate’s most recent CPE Final Evaluation;
6. A paper of no more than 1500 words, addressing the candidate’s understanding and experience of pastoral supervision within CPE. This paper will also explore why the candidate seeks to enter training and what the candidate brings to supervisory practice;
7. The candidate shall also provide EITHER:
  - A. A comprehensive report and critical evaluation of the candidate’s functioning as a pastoral carer over a seven-day period. The report of no more than 2500 words should include:-
    - i. The criteria used to determine daily pastoral priorities and how these priorities were followed through;
    - ii. An evaluation of any tensions experienced between pastoral, administrative, priestly, prophetic and preaching responsibilities;

- iii. A description of how boundaries were discerned and established by the candidate and an evaluation of the candidate's capacity to stay within them;
- iv. A journal and evaluation of the relationships engaged in during one eight hour day of pastoral practice;
- v. A report and assessment of one pastoral encounter of particular note, including theological/spiritual reflection of the encounter

**OR**

- B.** A comprehensive report and critical evaluation of the candidate's pastoral care of one person/s or place, over an extended period. The report of no more than 2500 words should include:
- i. An assessment of the candidate's practice based upon clinical materials such as reports of pastoral conversations or critical incident reports;
  - ii. A description of the manner in which particular pastoral issues were negotiated;
  - iii. A description of how boundaries were discerned and established by the candidate and an evaluation of the candidate's capacity to stay within them;
  - iv. An evaluation of the care offered, including consideration of the strengths and limitations of this care;
  - v. A theological/spiritual reflection on this evaluation.



## APPENDIX 1

# Standards 309-310 Objectives and Outcomes of ACPE Accredited Programs

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. ACPE accredits two types of clinical pastoral education programs: CPE Level I/Level II and Certified Educator CPE. ACPE accredited programs provide a progressive learning experience through a two level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE Level I/Level II curriculum outcomes is a prerequisite for admission to Certified Educator CPE.

CPE Level I/Level II enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum. CPE Level I/Level II objectives define the scope of the CPE Level I/Level II program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

**Standard 309 The center designs its CPE Level I/Level II curriculum to facilitate the students' achievement of the following objectives:**

### *Pastoral Formation*

- 309.1 to develop students' awareness of themselves as ministers and of the ways their ministry affects persons.
- 309.2 to develop students' awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.
- 309.3 to develop students' ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.

### *Pastoral Competence*

- 309.4 to develop students' awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.
- 309.5 to develop students' skills in providing intensive and extensive pastoral care and counselling to persons.

- 309.6 to develop students' ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences and applied clinical ethics in their pastoral care of persons and groups.
- 309.7 to teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.
- 309.8 to develop students' capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

*Pastoral Reflection*

- 309.9 to develop students' understanding and ability to apply the clinical method of learning.
- 309.10 to develop students' abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's ministry.

Standard 310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students' achievement of the following additional objectives:

- 310.1 to afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.
- 310.2 to provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.
- 310.3 to provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

## APPENDIX 2

# Standards 311-312 Outcomes of CPE Level I/Level II Programs

### Standard 311 Outcomes of CPE Level I

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. At the conclusion of CPE Level I, students are able to:

#### *Pastoral Formation*

- 311.1 articulate the central themes and core values of one's religious/spiritual heritage and the theological understanding that informs one's ministry.
- 311.2 identify and discuss major life events, relationships, social location, cultural contexts, and social realities that impact personal identity as expressed in pastoral functioning.
- 311.3 initiate peer group and supervisory consultation and receive critique about one's ministry practice.

#### *Pastoral Competence*

- 311.4 risk offering appropriate and timely critique with peers and supervisors.
- 311.5 recognize relational dynamics within group contexts.
- 311.6 demonstrate the integration of conceptual understandings presented in the curriculum into pastoral practice.
- 311.7 initiate helping relationships within and across diverse populations.

#### *Pastoral Reflection*

- 311.8 use the clinical methods of learning to achieve one's educational goals.
- 311.9 formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision, and feedback.

## Standard 312 Outcomes of CPE Level II

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Certified Educator CPE. The Certified Educator's final evaluation will include a statement attesting to the competence demonstrated at the time of the evaluation. Progression into Level II requires a level of competency in the Level I outcomes that permits the student to be building upon those competencies and no longer needing to address them as primary learning objectives. This is established through the Certified Educator's judgment documented in the written evaluation ([cf. Standard 308.8.2](#)). At the conclusion of CPE Level II students are able to:

### *Pastoral Formation*

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

### *Pastoral Competence*

- 312.2 provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice issues, and applied clinical ethics without imposing one's own perspectives.
- 312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/ transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources.
- 312.4 assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.
- 312.5 manage ministry and administrative function in terms of accountability, productivity, selfdirection, and clear, accurate professional communication.
- 312.6 demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self- disclosure, positive use of power and authority, a non-anxious and non- judgmental presence, and clear and responsible boundaries.

### *Pastoral Reflection*

- 312.7 establish collaboration and dialogue with peers, authorities and other professionals.
- 312.8 demonstrate awareness of the [Common Qualifications and Competencies for Professional Chaplains](#).  
Note: The ACPE Standards and Code of Ethics supersede these standards.
- 312.9 demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

