

ASSOCIATION OF CLINICAL PASTORAL EDUCATION (IRELAND) LIMITED

STANDARDS

These standards are the property of the Association of Clinical Pastoral Education (Ireland) Limited and agreed in June 2017.

ACPE (Ireland) Limited Standards

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Introduction

These are the Standards of the Association of Clinical Pastoral Education (Ireland) Limited. It is the responsibility of ACPE (Ireland) Ltd to interpret their Standards.

ACPE (Ireland) Ltd is a multi-faith educational organization whose role it is to certify CPE Supervisors and to direct and administer courses in Clinical Pastoral Education in Ireland. Its purpose is to educate people of faith in competencies in the assessment and delivery of Spiritual Care in a supervised experiential setting so that they become professionally competent in the delivery of effective Spiritual Care in a multi-cultural Ireland. The training courses are provided to ensure that students are trained to provide excellence in the provision of spiritual care and to meet the required standards for certification as laid down by the Healthcare Chaplaincy Board (HCB) and the Chaplaincy Accreditation Board (CAB).

The Healthcare Chaplaincy Board and the Chaplaincy Accreditation Board are notified by ACPE (Ireland) Ltd of any changes made to these Standards.

The Healthcare Chaplaincy Board (HCB) is responsible for the Certification of Catholic Healthcare Chaplains.

The Chaplaincy Accreditation Board (CAB) operates under the auspices of the House of Bishops of the Church of Ireland to accredit healthcare chaplains. Under certain criteria CAB may certify healthcare chaplains from traditions/faith groups other than the Church of Ireland

The function of the All Ireland CPE Accreditation Board (AICAB) is to provide accreditation of new Centres involved in Clinical Pastoral Education and established programmes on a five-year cycle. The AICAB provides accreditation to CPE Centres based on the AICAB's Framework for Accreditation of CPE Centres, and are informed by the Standards and Policies of the Association for Clinical Pastoral Education Ireland, Ltd (ACPEI).

A member of ACPE (Ireland) Ltd sits on the boards of HCB, CAB and AICAB.

The Philosophy of the Association of Clinical Pastoral Education (Ireland) Ltd

The Philosophy of the Clinical Pastoral Education Program at the CPE Centres in Ireland is based on the fact that the program is an adult experiential education program for ministry / the delivery of Spiritual Care.

The successful applicant has been assessed in regard to their a) motivation for coming on CPE, b) their openness to learning through sharing in a group situation, c) their ability to self-evaluate, d) their ability to take constructive feedback, f) their understanding of how they cope with conflict and change, and g) their spirituality.

Students are also assessed on how they might adapt to ministering to people who find themselves vulnerable in different settings e.g. Acute General Hospitals, Acute Psychiatric Hospital, Community, Parish/Congregation, Prison etc.

The reason for this experiential learning is to provide effective Spiritual Care to enable people to find fulfilment, wellbeing and resilience in life. The Philosophy of CPE process is guided by the Values of Respect, Affirmation, Challenge and Inclusivity. While engaging in the adult experiential learning the student sets their goals and learning objectives for the duration of the program. It is the Supervisor's task in steering the student towards these goals by affirming them in meeting their goals and challenging them towards meeting them. It is in an atmosphere of respect and searching that the learning takes place.

The Philosophy is to create a safe place where the CPE student can explore their way of "being" in the world and how this affects their interpersonal relationships and their way of offering Spiritual Care.

Methodology

Transformative Learning goes beyond just content knowledge acquisition, or learning equations, memorizing tax codes or learning historical facts and data. It is a process for adults to learn to think for themselves, through true emancipation from sometimes mindless or unquestioning acceptance of our life experience, especially those things that our culture, religions, and personalities may predispose us towards, without our active engagement and questioning of how we know what we know¹"

The methodology used to achieve a Transformative learning is that of Action/Reflection/Action. The student visits the person who is vulnerable and an encounter takes place (ACTION). The student explores how they responded to the spiritual needs of the person they met (REFLECTION). The exploration takes place with the student's peers and supervisor. The task of the reflection time is to explore the most effective way of responding during the next encounter. This then leads to the next encounter (ACTION). This methodology has a transformative effect for the student's learning so that their skills and competencies become more effective from one encounter to the next.

As Mezirow suggests, this is made possible only if the student is invited to "question" their actions, knowledge, assumptions, responses, avoiding fitting their experience in a pre-established framework.

Throughout the Unit of CPE there is an emphasis placed upon the integration of the student's theology and own personal spirituality when attending to the person they are ministering with.

¹ Learning as Transformation Jack Mezirow and Associates, 2000 , Jossey Bass, San Fransico

STANDARDS FOR CLINICAL PASTORAL EDUCATION PROGRAMMES

Standards for Clinical Pastoral Education programmes

1. Establishment of Centres

For a Centre to be established the following requirements must be fulfilled:

- 1.1. The approval and commitment of the institution in which the programme is located and this is reflected in:
 - 1.1.1. Financial resources.
 - 1.1.2. Secretarial services.
 - 1.1.3. Supervisor's Office, Classroom and students' room
 - 1.1.4. The provision of secure storage for records for a period of three years
 - 1.1.5. Students accepted as part of the multidisciplinary team.
 - 1.1.6. Learning facilities within the institution to be available to students.
- 1.2. The CPE Centre is accredited by HCB and/or AICAB

2. General Requirements for CPE programmes

- 2.1. The programmes are to be held in a hospital, parish, or other approved settings where there is a defined population of people in need of Spiritual and Pastoral Care.
- 2.2. HCB, CAB and AICAB are informed of the names of all CPE Centres and of Directors / Supervisors of the programmes within these Centres.
- 2.3. There are at least four and not more than seven students on a programme.
- 2.4. All CPE programmes are open to students from all faith traditions.

3. The Guidelines for the Structure and Content of a CPE programme

- 3.1. A full-time Level 1 (Basic) Unit is a programme with a minimum of 400 hours of theory, safe and effective use of self in therapeutic relationships and supervised clinical practice within a period of 11-13 weeks
- 3.2. An extended Level 1 (Basic) unit is a programme with a minimum of 400 hours of theory, safe and effective use of self in therapeutic relationships and supervised clinical practice within a period of not more than twenty-six weeks.
- 3.3. Ministry involves direct relationships between the student and those to whom he/she ministers. Ministry sites are chosen based on the learning needs of the individual student. The supervisor should be familiar with each ministry site. For offsite placements the supervisor will visit the placement site.
- 3.4. Supervision entails:
 - 3.4.1. Individual supervision, which is to be scheduled regularly, of each student by a Supervisor (50 Minutes per week). Video Conferencing may be used for supervision.
 - 3.4.2. Group supervision.
 - 3.4.3. Inter-Personal Group Experience. (40-50 hours)
 - 3.4.4. Sharing of written evaluations by the student and Supervisor.
- 3.5. Written assignments including:
 - 3.5.1. Verbatim reports of students' ministry (min of 6)
 - 3.5.2. Personal Reflection papers
 - 3.5.3. Case Histories
 - 3.5.4. Evaluations (Mid Unit & Final)
 - 3.5.5. Theological reflections
 - 3.5.6. Book reviews
 - 3.5.7. Ethical paper
 - 3.5.8. Critical incident reports
 - 3.5.9. Research paper (Level 2)
 - 3.5.10. Individual personal reflection papers

3.5.11. Papers in preparation for Certification as appropriate

3.5.12. Integrated autobiographical paper

3.6. Formal lectures cover such areas as:

3.6.1. History, Theology, and Models of pastoral care.

3.6.2. Spiritual and ethical dimensions of pastoral care.

3.6.3. Training in specific skills in ministry.

3.6.4. Orientation to various aspects of hospital care.

3.6.5. Ministry / Spiritual care in multi-faith context.

3.6.6. Child protection/ Care of vulnerable persons

3.6.7. Institutional specific lectures such as Fire safety, Health and Safety, Hand Hygiene, Infection control.

4. Requirement for the establishment of a CPE programme

4.1. In order to obtain approval of a recognised CPE programme, a Supervisor provides a Self-Study Report which includes the following materials to ACPE (Ireland) Ltd:

4.1.1. A description of the proposed training centre.

4.1.2. Written approval by the hosting facility

4.1.3. A description of selection procedures for applicants.

4.1.4. The number and type of case conferences per week.

4.1.5. The number and type of formal lectures.

4.1.6. The number and type of written presentations.

4.1.7. The number and type of Inter-Personal Relations Group

4.1.8. A description of evaluation procedures in the proposed course.

4.1.9. The number of weeks, and hours per week, in the course.

4.2. Information regarding any other special features of the course is clearly stated.

4.3. The prior approval in writing of ACPE (Ireland) Ltd. is necessary for an additional CPE programmes to run outside the normal three CPE programmes per year.

5. Student requirements for Level 1 and Level 2 Clinical Pastoral Education

Student Requirements for Level 1 (Basic) CPE

- 5.1. The minimum theological requirement for entry into the Level I Unit of CPE is evidence of having undergone some theological formation for example, theology during religious formation, participation in an Adult Education theology program, etc.
- 5.2. If a Student, whose goal is Healthcare Chaplaincy Certification has not completed the theological training in accordance with the Standards for Healthcare Chaplaincy Board (HCB) or the Chaplaincy Accreditation Board (CAB), and wants to be accepted for a third unit of Level 1 CPE, they have to negotiate this with their supervisor and have the approval of ACPE (Ireland) Ltd.
- 5.3. The requirement to apply for a Level II unit is a BA Degree in Theology or its equivalent and evidence to demonstrate an ability to reflect theologically and integrate same.
- 5.4. Acceptance on a course is conditional on successful completion of the application process.
- 5.5. The application process consists of:
 - 5.5.1. Submission of written application materials.
 - 5.5.2. Successful interview
 - 5.5.3. Police vetting and institution-specific HR requirements.

6. Objectives of Level 1 CPE

- 6.1. The objectives of Level 1 CPE training are to provide the opportunity for development of the personal and pastoral identity of the student and to assist the growth of the student's professional competence in ministry/ spiritual care.
- 6.2. The Specific Goals of Level I training are:
 - 6.2.1. The development of the student's understanding of the needs of those entrusted to his/her care.
 - 6.2.2. The development of the student's understanding of himself/herself as minister/spiritual care giver and how this understanding affects others.

- 6.2.3. To help the student use the clinical method of learning (action/reflection) both in individual supervision and in the peer group situation to learn the skills necessary for ministry/providing Spiritual Care.
- 6.2.4. To increase the student's theological understanding of issues arising from his/her experience.
- 6.2.5. To help the student become more aware of how his/her attitudes, values, and assumptions affect his/her ministry/spiritual care provision.
- 6.2.6. To gain an understanding of the theoretical foundations for ministry (to include theological, philosophical, sociological, psychological, epistemological etc)

6.3. Outcomes of Level 1

- 6.3.1. The student demonstrates the ability to reflect on his/her feelings, assumptions and prejudice.
- 6.3.2. The student demonstrates the ability to form, develop and bring to closure to pastoral relationships with the people they minister with.
- 6.3.3. The student demonstrates an ability to identify, assess, record and respond to spiritual dynamics in the pastoral relationship.
- 6.3.4. The student will have shown an ability to work cooperatively with his/her peers and the members of other disciplines within the institution.
- 6.3.5. The student has demonstrated the ability to integrate insights and learning into his/her personal, pastoral and professional identities.

7. Objectives of Level 2 CPE

7.1. Level 11 CPE Student Requirements:

- 7.1.1. A student seeking Level 11 status has successfully completed at least two Level I Units of CPE.
- 7.1.2. Level 11 training requires evidence of a BA in Theological studies or equivalent and a higher level of pastoral development and theological integration. The expectation is that the student will be more focused and self-directed in designing the learning

contract and in the examination and evaluation of its pastoral content.

7.2. Objectives of Level 2 Training

- 7.2.1. To develop the ability to make use of one's faith heritage, theological understanding and knowledge of behavioural sciences in the pastoral care to individuals and groups.
- 7.2.2. To acquire self-knowledge to a degree that permits pastoral care to be offered within the strengths and limitations of one's own person.
- 7.2.3. To develop the ability to work as a pastoral member of an interdisciplinary team and assume a leadership role when necessary.
- 7.2.4. To develop one's pastoral understanding and competence in a variety of functions such as preaching, teaching, pastoral care, and administration.
- 7.2.5. To be competent in self-evaluation and the use of peer group evaluation of pastoral work.
- 7.2.6. To show an increased ability to deal with theological and moral issues.
- 7.2.7. To become a competent minister to persons and groups in various life situations and crisis circumstances.
- 7.2.8. To grow in cultural humility and cultural competence

7.3. Outcomes of Level 2 Unit

- 7.3.1. The student demonstrates an ability to recognise their feelings, assumptions and prejudices.
- 7.3.2. The student demonstrates a growing ability to draw from this enhanced self-knowledge and professional competence.
- 7.3.3. The student demonstrates the ability to form, develop and bring to closure to pastoral relationships with the people they minister with.
- 7.3.4. The student shows an increasing awareness of his/her strengths and limitations in the pastoral relationship.
- 7.3.5. The student will have shown as ability to work cooperatively and confidently with members of other disciplines within the institution.
- 7.3.6. The student should demonstrate the ability to work on his/her own initiative, take

direction and work as a contributing team member.

7.3.7. The student should demonstrate a growing ability to work through a situation of conflict that may arise within the multidisciplinary milieu.

7.3.8. The student will demonstrate an ability to engage with relevant research and be research literate.

7.3.9. The student has further demonstrated the ability to integrate insights and learning into his/her personal, pastoral and professional identities.

8. Application for progression to Level 2 CPE

8.1. A student seeking Level 2 Status applies to a Supervisor to do a Level 2 Unit. The proposed Supervisor assembles a committee of three, at least one of whom will be another CPE Supervisor, to determine the applicant's suitability for admission to Level 2 CPE. This consultation should happen before the student commences the Level 2 unit.

8.2. Required Documentation:

The applicant is responsible for paying the appropriate fee to ACPE (Ireland) Ltd. in advance for the consultation. The applicant sends evidence of this payment to the presenter one week prior to the interview date. Only when this standard is complied with can the consultation proceed. The applicant is responsible for sending the following materials to the nominated presenter at least three weeks before the date of consultation.

8.3. Send to ACPE (Ireland) Ltd

8.3.1. Completed application form.

8.4. Send to Consultation Committee.

8.4.1. Current autobiographical history.

8.4.2. Evidence of having completed a primary degree in Theological Studies or agreed equivalent and evidence of an ability to reflect theologically and integrate same.

8.4.3. All the Supervisor's evaluations of the student's CPE.

- 8.4.4. Student's own evaluations of CPE experience.
- 8.4.5. A case study with discussion that illustrates:
- A diagnosis of subject needs and dynamics.
 - An understanding of the pastoral intervention.
 - The student's own pastoral identity.
 - The theological issues relevant to his/her ministry /spiritual care
- 8.4.6. A paper that demonstrates the student's ability to deal with the theological issues relevant to ministry/spiritual care.
- 8.5. The Committee decides on the applicant's readiness for admission to Level 2 Status based on the marking/scoring sheet criteria.
- 8.6. The chairperson of the consultation committee sends a report of the consultation to the student, the student's Supervisor, and to the secretary of ACPE (Ireland) Ltd. within two weeks.
- 8.7. The Secretary of ACPE (Ireland) Ltd. keeps a register of such students.

9. Equivalencies for Level 1 and Level 2

Those who have CPE training and certification from abroad and who wish to practise in Ireland apply to ACPE (Ireland) Ltd. for recognition and evaluation of their training.

A person who has trained outside the CPE model and who wishes to have that training recognised (in whole or in part) applies to ACPE (Ireland) Ltd. ACPE (Ireland) Ltd. may grant equivalency for one unit only. ACPE (Ireland) Ltd. considers the application in the light of above standards.

**STANDARDS FOR SUPERVISORY
EDUCATION**

Standards for supervisory education

10. Definitions

Supervisory Education Student (SES) 1 Unit Required. (Observation)

The status of a student who is admitted into a program of Supervisory CPE as an observer is to observe how a group is supervised by a mentoring supervisor. The observer student's engagement may include lecturing or limited defined activities under the supervision of the mentoring supervisor. It does not include supervising a student.

A Supervisor in Training (SIT) is one who has been approved by ACPE Ireland Ltd to supervise under the direction of a mentoring Supervisor. To progress to SIT status the requirement is to have undertaken an observation unit. However, in some circumstances an exemption from the observation unit may be granted. For Supervisor in Training (SIT) 2 units minimum required.

- 10.1. The SIT has shown potential as a CPE Supervisor to the interview panel from ACPE (Ireland) Ltd
- 10.2. Is enrolled in an ACPE (Ireland) Ltd Centre and whose supervisor is an ACPE (Ireland) Ltd Accredited Supervisor.
- 10.3. This Status ends with Certification as an Associate Supervisor.

10.4. Associate Supervisor. 2 Units Minimum Required

- 10.4.1. An Associate Supervisor is a person who has demonstrated supervisory competence in the field of Clinical Pastoral Education and is learning and demonstrating an ability to conduct CPE programs in keeping with the standards of ACPE (Ireland) Ltd within an existing Centre.
- 10.4.2. An Associate Supervisor has demonstrated successful integration of theoretical positions with supervisory practice and sufficient skills to plan and run a unit of CPE and may supervise without direct observation of the Primary supervisor as supervisory competence is gained.

10.4.3. The educational goal includes further development in the art and skill of supervision.

10.5. Full Supervisor

10.5.1. A Full Supervisor is a person who has demonstrated supervisory competence in the field of CPE and has demonstrated ability to conduct autonomous CPE programs at Level 1 in keeping with the standards of ACPE (Ireland) Ltd. After completion of three units at Level 1, a full Supervisor may apply to ACPE (Ireland) Ltd to offer units at Level 2.

10.6. Mentoring Supervisor

10.6.1. A Mentoring Supervisor is one who has

- Facilitated six autonomous CPE units, including at Level 2 as a Supervisor.
- Been approved in writing by ACPE (Ireland) Ltd to be a mentoring supervisor.

11. Supervisory Clinical Pastoral Education

11.1. Supervisory CPE includes

11.1.1. Observer Unit

11.1.2. Supervisor in Training Status

11.1.3. Associate Supervisor Status.

11.2. Objectives of Supervisory CPE

11.2.1. To develop supervisory student's knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organisational ethics, the behavioral sciences and adult education.

11.2.2. To provide SIT practice in the supervision of CPE students under the supervision of an ACPE(Ireland) Ltd supervisor.

11.2.3. To facilitate SIT's integration of the theory and practice of CPE supervision in their

identity as a person, pastor and educator.

11.3. **Outcomes of Supervisory CPE**

The following outcomes accrue in five areas of competency derived from the Supervisory CPE Objectives.

11.3.1. **Competence as a Pastoral Supervisor:**

- Maintains personal integrity and a deepening pastoral identity.
- Demonstrates emotional and spiritual maturity.
- Understands and functions with awareness of the difference between pastoral relationships and supervisory
- Self-supervises own on-going pastoral practice.
- Refines one's personal identity as a clinical pastoral educator.
- Demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

11.3.2. **Competence in the Theories of Supervision:**

- Articulates understanding of methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.
- Articulates and implements a philosophy of CPE based on an educational model integrating the theory and practice of CPE, which is based on and congruent with one's theology and spirituality.
- Articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one's theology and spirituality.

11.3.3. **Competence in the Practice of CPE Supervision including:**

- **Individual supervision:**
- Assesses an individual student's learning styles, personality, religious history, and cultural values as a basis for supervisory strategies/interventions.
- Supervises student's pastoral work, giving attention to unique patterns of personal

and professional development, including the ability to assist student's movement toward pastoral identity.

- Defines and evaluates student's pastoral and personal resources, and uses supervisory strategies and interventions to facilitate student's learning and development pastoral care.
- Assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.
- Uses one's personality and personal, religious, spiritual and cultural history as a teaching resource in shaping a personal supervisory style.
- **Group CPE supervision:**
 - Facilitates development of group interpersonal interaction.
 - Enables students to use their responses to the program as a learning experience.

11.3.4. Competence in CPE Programme Design and Implementation, Evaluation & Redesign

- Develops and organises programmes of CPE based on program educational principles appropriate to experiential learning.
- Manages CPE programmes effectively.
- Develops a variety of CPE programme resources.
- Uses diverse clinical educational methods.
- Works with the theological and spiritual implications of the ministry context.
- Understands and applies professional organizational ethics as they relate to CPE and pastoral practice.
- Uses appropriate clinical skills and teaching methods that integrates the role of context and culture in pastoral practice and education.
- Advocates for students based on awareness of how persons' social locations, systems and structures affect one's ministry, learning and the educational context.
- Considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.

11.3.5. Competence in Pastoral Education.

- Integrates educational theory, knowledge of behavioral sciences, professional and organisational ethics, theology, and pastoral identity into supervisory function.

- Demonstrates awareness of the cultural contexts of diverse student groups and clinical populations that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.

11.4. Programmes of Supervisory Education.

11.4.1. A unit of Supervisory Education consists of a clinical supervisory practicum of at least 400 hours, which includes no less than 100 hours of structured group and individual education along with supervisory work and/or spiritual (pastoral) care ministry.

11.4.2. A minimum of three units to be completed before applying for Associate level. At least a minimum of two units need to be completed as an Associate Supervisor before applying for Full Supervisory status. A supervisory student may participate in an extended unit programme as an Associate Supervisor.

11.4.3. Supervisory CPE programmes will demonstrate how a supervisory education student advances from observing the supervision of CPE to supervising particular activities, to supervising CPE programmes under supervision as a supervisory applicant. The curriculum will include supervision of the student's work, active participation in a supervisory student peer group, (if available) and individual or independent study related to the curriculum.

11.5. Curriculum of Supervisory Education

11.5.1. The curriculum of a specific unit may include program planning, professional reading, theory writing, and active participation in different group processes.

11.5.2. The curriculum would also take on board the organisational context of supervision, (e.g. hospital, parish, or parish Centre).

11.5.3. An educational plan that enables a student to complete a minimum of one and a maximum of three units of supervisory CPE in one year.

11.5.4. The educational program will address the theoretical underpinnings of clinical pastoral supervision. A bibliography and resource guide will be provided that is sufficient to acquaint the supervisory student with:

- History of CPE
- Theology
- Educational theory
- Behavioral sciences
- Multicultural and Multi-Faith Theory and Practice
- Management/administration of Educational programmes
- Group theory
- Supervisory theory
- Personal and professional ethics.

11.5.5. A relational learning environment that fosters growth in competence as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, and CPE program design and implementation.

11.6. Preparation and Readiness for Observation Unit.

Formal Requirements include

11.6.1. Satisfactory completion of four units of CPE: two at Level 1 and two at Level 2.

11.6.2. Submission of the Final evaluation papers, both self-evaluations and supervisor's evaluations from all Units

11.6.3. Evidence of three years pastoral experience.

11.6.4. Acceptance into an ACPE (Ireland) Ltd accredited program of Supervisory CPE.

11.6.5. Mentoring supervisor responsible for Supervisory CPE must be approved by an ACPE(Ireland) Ltd Supervisor

11.6.6. Faith tradition endorsement.

11.7. Exemption from undertaking an Observation Unit may in certain circumstances be granted to an Applicant.

11.7.1. The Criteria for a possible exemption from Observation Unit

- Applicant has evidence of academic ability via academic achievement at honours level.

- Experience in delivering an educational programme.
- Experience and practice as a supervisor.
- The applicant displays an integration of the theories they use and how they practically may deliver a programme.

11.7.2. An applicant must submit the following documentation for consideration for exemption

- Curriculum Vitae.
- A letter stating the reason they are seeking an exemption.
- The self-evaluations and supervisor's evaluation of the two Level 2 units of CPE they have successfully completed.

11.8. Observation Unit in the Supervisory Training Process

11.8.1. Application for Observation Unit.

11.8.2. Applicant contacts the CPE Director/Supervisor at an ACPE (Ireland) Ltd approved CPE Centre to accept the applicant as an observer under the supervision of a mentoring supervisor.

11.8.3. The Mentor Supervisor informs ACPE (Ireland) Ltd. that the observer Student has commenced an Observation Unit of CPE. A programme of study is developed by the mentoring supervisor in consultation with the Supervisory Education Student (SES).

11.8.4. During the observation unit, the observer SES observes the mentoring supervisor, so as to be initiated into the practice of supervision.

11.8.5. The observer SES may contribute to the programme by lecturing or other activities, always under supervision of a mentoring supervisor.

11.8.6. The observer SES does not function autonomously in delivering the CPE programme.

11.8.7. The supervisor and the observer SES both write evaluations at the end of the unit outlining the outcomes during the unit and naming growing edges.

11.8.8. The observer SES receives a certificate of completion at the end of Observation Unit.

11.8.9. The mentoring supervisor informs ACPE (Ireland) Ltd of the observer SES outcome at the end of the Unit.

11.9. Preparation and Readiness for Supervisor in Training Unit.

A student at Supervisor in Training Level should have demonstrated competence as a pastoral caregiver and be motivated to assist others in acquiring competence in clinical pastoral care. This first stage of the supervisory training process authorizes a supervisory student to be involved in the program of CPE at Level 1 under the supervision of an ACPE (Ireland) Ltd Supervisor as a Supervisor-in-Training.

The function of a SIT is limited to levels of student engagement as progressively authorised by a mentoring supervisor from delivering a lecture, designing the course, to supervising Level 1 students, facilitating verbatim seminars, and writing students' final evaluations under the direction of the mentoring supervisor.

A panel evaluates whether the applicant possesses the level of professional motivation, personal integration, emotional and spiritual maturity, pastoral competence, and conceptual depth and diversity required to learn the art of clinical supervision.

11.10. Application for Supervisor in Training Status

11.10.1. Application for Supervisor-in-Training status. After at least one unit of supervisory CPE (Observation Unit) a student may apply to attain Supervisory in Training status.

11.10.2. Accountability for ethical conduct and attestation of good standing -- applicants for SIT must sign and return to ACPE (Ireland) Ltd the *Accountability for Ethical Conduct Policy* Report Form (Appendix 5) and receive a letter of good standing from his/her Faith group, prior to meeting a committee for Supervisor in Training status.

11.10.3. Expiration of status – Supervisory Status is temporary, expiring two years following achieving this Status.

11.10.4. **Written Materials required for Supervisor in Training Process**

- A completed application form

Sent to the Interview Panel

- Certification Face Sheet (Appendix 4)
- An updated Autobiographical Statement sent to the Interview panel.
- Details of Theological studies.
- Approval of competent Ecclesiastical Authority that is, Bishop or Religious Superior.
- A copy of all Supervisor's evaluations and of self-evaluations off all CPE Units- Level 1, Level 2 and Observation Unit.
- A letter of endorsement from the applicant's CPE Supervisor on the Applicant's suitability to pursue supervisory training.
- A copy of all recommendations made by any previous Interview Panels.
- Extended essay for submission as set out.
 - This essay will demonstrate
 - The applicant's maturity in your pastoral identity and professional competence as a result of you pastoral experience.
 - Why the applicant wants to become a supervisor.
 - The applicant makes specific reference to his/her integration of theology of ministry and theory of education
 - From which theorists has the applicant drawn from for their theory of education i.e. those s/he agreed with and those s/he critiqued in order to get to their own theory.
 - From which theorists the applicant has drawn from for their theory i.e. those theorists agreed with and those critiqued in order to get to own theory.

11.10.5. **Application Procedure for Supervisor in Training Process**

- Time Line: The Applicant notifies the ACPE (Ireland) Ltd in writing of intent to submit the Extended Essay four weeks (postmarked) prior to submission date.
- ACPE (Ireland) Ltd appoints a reading committee and the Applicant is informed of the name of their Presenter on that committee. The Applicant is also informed of the names of all members of the committee and their e-mail details and postal addresses.
- Submission: The applicant submits all from 11.10.4.2 – 11.10.4.10 above to the Interview Panel. The applicant may also choose to submit the Extended Essay in an

electronic “read- only” format to the Interview Panel.

- Following interview, the presenter sends the panel’s evaluations and recommendation to the Applicant (satisfactory or unsatisfactory) and a copy to the secretary of ACPE(Ireland) Ltd.
- Contact between applicant and readers: The presenter may contact the applicant for clarification, if needed and the applicant may contact one or all of the readers for clarification after receiving the committee’s evaluations and recommendation and critiques.
- The time frame from submission to receipt of feedback may be 45 days, longer during holiday times, to a maximum 60 days.
- Further documents required for submission to all panel members and presenter if it is the second application (or more) for SIT Status. This arises if the applicant was unsuccessful at a previous interview panel or the two years have expired since the applicant received his/her status and has not undertaken a SIT Unit of CPE.
 - Documentation of good standing from ACPE(Ireland) Ltd.
 - Summary reports and presenters’ and panels’ recommendations from all previous Interview for SIT Status

11.11. Supervisor in Training Process

11.11.1. A more intense programme of study is developed addressing the following:

- A philosophy of CPE supervision and Education.
- Pastoral theologies.
- Personality theories
- Educational theories.
- Group theories.
- Literature relating to the field of supervision.
- Literature relating to inter cultural and multi-faith pastoral care.

11.11.2. The SIT gains experience and expertise in dealing with organisations and developing CPE programmes.

11.11.3. The SIT gains experience in the planning and administration of each unit.

11.11.4. The SIT gains experience of engaging with and been accountable ACPE

(Ireland) Ltd and other bodies.

11.11.5. The SIT gains experience of writing evaluations and reports.

Integration of Theory and Practice.

11.11.6. The SIT gains experience of supervising individual CPE students.

11.11.7. The SIT becomes aware of the impact of culture and faith on individuals and groups.

11.11.8. The SIT co-supervises the group process with the mentoring supervisor.

11.11.9. The SIT takes on more responsibility of facilitating the CPE programme as competencies are developed.

11.11.10. Through reflective practice, the SIT is enabled to become conversant with how theory informs practice and how practice informs theory.

11.12. Outcomes Required and Evaluation Process.

The Interview Panel makes their decision based on the following criteria:

11.12.1. The applicant has the ability to articulate a theoretical stance with respect to theology of ministry and educational theory as it applies to supervision.

11.12.2. The applicant has an acquaintance with relevant literature; describes a position illustrating mastery and critical use of relevant literature in the field.

11.12.3. The applicant demonstrated a mastery of materials used.

- Theorists and resources represented accurately and in context.
- Clear evidence of working familiarity with relevant literature.
- Critical examination of implications of theorist's view and explanation of theoretical position.
- Clinical examples are appropriate only to illustrate theoretical underpinnings of supervisory practice.

11.12.4. **Evaluation and Certificates**

- The SIT and Mentoring Supervisor writes evaluations at the end of each unit outlining the learning process and outcomes at the end of each unit.
- The SIT receives a Certificate of Completion at the end of each unit.

11.13. Preparation and Readiness for Associate Supervisor

Associate Supervisors are temporarily authorised by ACPE (Ireland) Ltd. to conduct a CPE programme at Level 1 status in an autonomous and collegial professional practice. A Certification Committee conducts this level of the certification and evaluates the strength of the Associate Applicant's supervisory identity, fluidity in articulating theory/practice integration and ability to conduct time-limited programs of clinical supervision.

Application process for Certification as an Associate Supervisor

- 11.14. The application for certification as an Associate CPE Supervisor is a two stage process. The first stage requires the approval of theory papers by a Reading Panel appointed by ACPE (Ireland) Ltd and the second stage involves the presentation of written case material (see section 12.8.13) and interview.

11.15. Associate Supervisory application: Stage one

Pre-requisites:

- 11.15.1. The applicant has successfully completed the minimum of three units of Supervisory Education, one from a unit as an Observer and two from units at Supervisor-in-Training Status.
- 11.15.2. Written acceptance from a Mentoring Supervisor at a CPE Centre that is approved for Supervisory CPE and where CPE Level 1 and Level 2 programmes are facilitated.

- 11.16. Written theory papers should be prepared on the following areas and submitted to the

Reading Panel:

- 11.16.1. Theology
- 11.16.2. Educational theory
- 11.16.3. Group process
- 11.16.4. Pastoral supervision

11.17. Guidelines for Written Requirements.

Format of papers:

- 11.17.1. One page preface stating main thesis of each paper; state congruence of the three positions clearly and concisely.
- 11.17.2. One page personal introduction with demographic data pertinent to positions, i.e., faith group, gender, social location, anything else pertinent to one's formation
- 11.17.3. Bibliography for each paper indicating key literature read for the paper
- 11.17.4. A clear, logical development of each position in each paper.

Content:

- 11.17.5. Each paper should describe a position, illustrating mastery and critical use of relevant literature.

11.18. Evaluation of written papers:

An Associate Supervisory Applicant's theory position papers must be approved by readers nominated by ACPE (Ireland) Ltd. before the Associate Applicant can request to appear for Associate Supervisor certification interview. A paper passes if two of three readers grade it satisfactory. Any or all of the papers may be passed by the readers.

11.19. Evaluation of Papers & Responsibility of Interview Panel

- 11.19.1. Time line: The Associate Applicant notifies the ACPE (Ireland) Ltd in writing of intent to submit their papers four weeks (postmarked) prior to submission date.
- 11.19.2. ACPE (Ireland) Ltd appoints a Reading Panel and the applicant is informed of the name of their Presenter on that Panel. The applicant is also informed of the names of all members of the committee and their e-mail details and postal addresses.
- 11.19.3. Submission: The applicant submits a copy of the four papers and a cover

letter with identifying information, daytime telephone number and address to which the evaluation should be sent. The applicant may also choose to submit his/her papers in electronic “read-only” format to the presenter and all members of the panel.

- 11.19.4. The Presenter sends the panel’s evaluations and recommendation to the applicant (satisfactory or unsatisfactory) and a copy to the Secretary of ACPE(Ireland) Ltd.
- 11.19.5. Contact between applicant and readers – The presenter may contact the applicant for clarification, if needed, and the applicant may contact the presenter for clarification after receiving the panel’s evaluations, recommendation and critiques.
- 11.19.6. The time frame from submission to receipt of feedback may be 45 days, longer during holiday times, to a maximum 60 days.

Extension

The granting of an extension to the agreed timeframe for the submission of papers is at the discretion of the Panel. Evidence for the reason the Applicant needs an extension is required e.g. a doctor's note.

11.19.7. **Evaluation of Papers**

The Readers focus on the associate applicant's:

- Ability to articulate a theoretical stance with respect to Pastoral Theology, Educational theory, Theory of group process and Theory of pastoral supervision as it applies to supervision.
- Acquaintance with relevant literature; describes a position, illustrating mastery and critical use of relevant literature in the field.
- Congruence among the positions; taken as a whole, the papers enhance and inform each other.
- Answering basic questions for each paper

- **Mastery of materials used:**
 - Theorists and resources represented accurately and in context.
 - Clear evidence of working familiarity with relevant literature.
 - Critical examination of implications of theorist’s views; and
 - Exploration of the theoretical match of the primary assumptions of those views, i.e. if drawing on theological position of Reinhold Niebuhr (with belief in limited

and sinful nature of humanity) and Carl Rogers (for psychological understanding), address discrepancies between those views.

Explanation of theoretical position:

- Clinical examples are appropriate only to illustrate theoretical underpinnings of supervisory practice; and Articulation of “why” (e.g., constructing a theoretical case for a narrative theology/spiritual perspective approach to supervision) rather than elaboration of the “what” (i.e., narrating a student’s spiritual journey in a CPE unit).

11.19.8. **Rewriting Papers**

- Submit cover letter, revised papers and a copy of the critique(s), along with papers passed on first reading, to original readers, with copy of cover letter and revised papers to the ACPE (Ireland) Ltd.
- The Chairperson sends the readers’ critiques to the applicant who may contact the presenter for clarification if needed.
- Rewriting papers a second time: If a second rewriting is required for any or all of the papers, the associate applicant send
 - cover letter with identifying information, daytime telephone number and address to which evaluation should be sent.
 - four sets of each revised paper, along with a copy of any papers already passed and all evaluations.

11.19.9. **Competencies Based Outcome for successful completion of Associate Supervisor.**

Supervisory Competence:

- Completes the objectives and outcomes of Supervisory CPE.
- Ability to use and integrate different methods of individual and group supervision.
- Plans, organises and implements a unit of CPE.
- Relates to and uses interdisciplinary teaching resources.
- Critiques one’s supervisory methodology based on feedback.
- Demonstrates collegial competence.

Conceptual Competence

- Applicant is familiar with diverse conceptual frameworks in pastoral theology, personality theory, learning theory, group process theory, social and cultural organisations and change.
- Applicant able to articulate and integrate one's theory, skill and art of supervision.
- Applicant knows the history of ACPE (Ireland) Ltd and the history of CPE.
- Applicant is able to affirm and / or modify one's supervision in response to self-reflection, self-evaluation and the consultation of one's supervisors, peers and students.

11.20. Certification as Associate Supervisor: Stage two

11.20.1. Having successfully completed stage one (with the approval of theory papers) the Associate Supervisor Applicant proceeds to stage two of the Associate Supervisory application process. ACPE (Ireland) Ltd appoints a Certification Panel and the Chairperson informs the Associate Applicant of the date and time of panel meeting.

11.20.2. The Associate Supervisor Applicant chooses a specific unit of CPE to present to the Panel

11.20.3. Guidelines and requirements

- Presence of Observation and Supervisor in Training Certificates;
- Successful completion of at least two units of CPE as a Supervisor-in-Training.
- Approval of all required supervisory theory position papers. (Stage one)
- Enrolment and in good standing in an ACPE (Ireland) Ltd CPE Centre that is approved by ACPE(Ireland) Ltd for the Supervisory CPE training whenever supervising Level 1 and Level 2 students.

11.21. Written Submission for Associate Status application: Stage two

To be sent to ACPE(Ireland) Ltd

11.21.1. Application Form

To be sent to Presenter and Panel Members.

- 11.21.2. Materials are to be postmarked at least five weeks prior to the meeting.
- 11.21.3. Certification Face Sheet (Appendix 3)
- 11.21.4. Approval of competent Ecclesiastical authority that is, Bishop or Superior.
- 11.21.5. A copy of all consultations and review committees reports from previous appearances.
- 11.21.6. An up-dated autobiographical statement.
- 11.21.7. All of his/her evaluations of training programs and those written by the Applicant on the CPE students s/he Supervise as Supervisor -in-Training.
- 11.21.8. The Applicant will select one of the units in which s/he has been Supervisor-In-Training, and present from that Unit a summer description of each of the students s/he supervised. (Concise not more that A4 page)

The Associate Supervisor Applicant submits a detailed report of the

- 11.21.9. Supervision of one student selected on the basis of both the student's to the Applicant and the Applicant's challenge to the student. Signed consent forms from material presented on students is required (Appendix 5).
- 11.21.10. This report will include:
 - Applicant's reason for choosing this student
 - Applicant's description of the student, including a biographical sketch.
 - Initial goals and training plans.
 - Supervisory attitudes adopted and why and changes to practice following reflection
 - Analysis of the supervisory process illustrated by critical incidents and/or continuing themes.
 - Documented supervisory work for example verbatim comments, notes on supervisory sessions etc.

- A discussion of key supervisory issues.

11.22. Mentoring Supervisor's Report

11.22.1. The Associate Supervisor Applicant submits a comprehensive report by his/her Mentoring Supervisor on his/her performance as a Supervisor-in-Training, to the presenter of the panel and all members of the panel at least one month before the Interview.

11.22.2. This report includes

- A description of the clinical setting in which the programme took place.
- A description of the programme and its process.
 - An evaluation of the supervisory process engaged in by the applicant with his/her students as well as that which occurred between the Mentoring Supervisor and the Associate Supervisor applicant. Specific references should be made to
 - The applicant's personal and pastoral identity.
 - His/her freedom and maturity in relationships.
 - The applicant's ability to conceptualize and articulate the issues pertinent to clinical pastoral ministry and education.
 - His/her competence to effectively integrate theory and practice in the supervisory process of CPE.

11.23. The Interview Process

11.23.1. The Associate Supervisor applicant receives their Presenter's report thirty minutes before the Interview.

11.23.2. The Interview with the panel appointed by ACPE (Ireland) Ltd. is to assess the potential of the applicant as an Associate Supervisor. Area's to be discussed are

- Personal and Pastoral identity
- Maturity in interpersonal relationships.
- Ability to conceptualise and articulate pertinent issues in Clinical Pastoral Ministry and Education.
- Ability to integrate theory and practice in CPE.
- The applicant's ability to conceptualize theologically and psychologically and to co-relate the two.

11.24. Recommendation from the Certification Panel

11.24.1. The Chairperson of the Certification Panel will inform the Associate Supervisor applicant of their recommendation thirty to fifty minutes after the end of the Interview.

11.24.2. The Chairperson of the Certification Panel sends the decision and recommendations of the Certification Panel to the Chairperson of ACPE (Ireland) Ltd. and to the applicant within two weeks of the Interview.

11.24.3. The Chairperson of ACPE (Ireland) Ltd. communicates the decision and recommendations of ACPE (Ireland) Ltd. to the Director/CPE Supervisor, of the CPE Centre the Associate Supervisor will be running his/her Programme at, in the form of a report.

11.25. Certification as Associate Supervisor – Post Interview

The Associate Supervisor status is granted by a Certification Committee for two years.

- **Time limitation**

Within two years of being granted Associate Supervisor status, the Associate Supervisor must meet with the certification committee for extension of Associate Supervisor status or to apply for ACPE(Ireland) Ltd for Full Supervisory Status certification.

- Extension of Associate Supervisor status may be renewed for up to two years by the certification committee. Associate Supervisors not certified as ACPE(Ireland) Ltd Full Supervisor within four years revert automatically to apply again for Associate Supervisory Status.

11.26. Preparation & Readiness for Full Supervisor.

An ACPE (Ireland) Ltd Full Supervisor is authorized to conduct all levels of CPE Programmes at the Levels sanctioned by ACPE (Ireland) Ltd (see Appendixes for Levels Approval) while maintaining supervisory competence and ethical practice. At this level of the Certification process, subcommittee of ACPE (Ireland) Ltd consults with the applying Associate Supervisor regarding use of self in supervisory work and is assured that all

recommendations given by the Certification Committee at the Associate Supervisor level have been addressed successfully.

11.26.1. Pre Requisites for Application for Full Supervisor Status

- Certification as Associate Supervisor by ACPE (Ireland) Ltd.
- Applicant is a member of ACPE (Ireland) Ltd
- The applicant has conducted at least two Units at Associate status of CPE, following Certification as Associate Supervisor.

11.26.2. Required Written Materials for Full Supervisor Status

- The Full Supervisor applicant sends a completed application form for Full Supervisory Status to the Chairperson of ACPE (Ireland) Ltd.
- The applicant, on being granted an interview, forwards the appropriate fee along with a letter of acceptance to the Secretary, ACPE (Ireland) Ltd. ACPE (Ireland) Ltd appoints a Certification Panel and the Chairperson responds to the Full Supervisory Applicant informing him/her of the date and time of panel meeting and the name and the postal and e-mail addresses of their presenter and panel members.

11.26.3. The applicant sends to the Presenter and all panel members the following documents:

- An updated autobiographical statement.
- A copy of the report of ACPE (Ireland)Ltd. For Associate Supervisor Status.
- An account of how s/he functioned as an Associate Supervisor with particular emphasis on
 - How s/he planned his/her Programme.
 - His/her relationship with the Director /CPE Supervisor of the CPE Centre s/he ran the Programme at.
 - His/her relationship to Hospital administration.
 - The development of his/her own Supervisory style.

Supervisor's Report

- The Director/CPE Supervisor of the CPE Centre sends to the presenter a report of the applicant's performance that will detail:
 - How s/he planned his/her programme.
 - Relationship of the Applicant with the Director/CPE Supervisor at the CPE Centre.

- The Applicant's relationship with the Hospital Administration and staff.
- The development of the applicant's own supervisory style.
- Any other relevant data.

11.26.4. **The Interview**

- The applicant receives the presenter's Report thirty minutes before his/her interview
- The Interview Committee appointed by ACPE (Ireland) Ltd. to assess the applicant's potential as a full CPE Supervisor.

11.26.5. **Recommendation**

- The Chairperson of the Certification Panel will inform the applicant of their recommendation thirty to fifty minutes after the end of the Interview.
- The Chairperson of the Certification Panel sends the decision and recommendations of the Certification Panel to the applicant and to the Chairperson of ACPE (Ireland) Ltd. within two weeks of the Interview.
- The Chairperson of ACPE (Ireland) Ltd communicates the decision of ACPE (Ireland) Ltd. to the applicant in the form of a report.
- The Chairperson of ACPE (Ireland) Ltd. will notify the Healthcare Chaplaincy Board (HCB) and the Chaplaincy Accreditation Board (CAB) of all newly Certified Full CPE Supervisors.

SUPERVISORY STATUS

12. Supervisory Status

Active supervisory status

- 12.1. An ACPE Supervisor is expected to supervise at least one unit of CPE each year.
- 12.2. Failure to supervise a unit over a period of three years results in the loss of active status.

12.3. Procedure for the restoration of active Supervisory Status:

12.3.1. The Applicant applies to the Secretary, ACPE (Ireland) Ltd. for the restoration of active Supervisory Status.

12.3.2. ACPE (Ireland) Ltd approves the procedure to be followed by the Applicant for the restoration of active Supervisory Status. The process should include the following:

- Drawing up a program of supervision at an established CPE Centre in liaison with the Director of that Centre.
- The Applicant should supervise or co-supervise students on a CPE Unit.
- The Applicant should meet with the Director of the Centre weekly to discuss supervisory issues.

12.3.3. The applicant applies to ACPE (Ireland) Ltd. for a Committee appearance.

12.3.4. ACPE (Ireland) Ltd. nominates a Committee consisting of three Supervisors. One of the Supervisors is nominated as Presenter.

12.3.5. The Applicant sends to the Presenter:

- An updated autobiographical statement covering the period of inactive status.
- Details of the supervisory programme undertaken in the Centre.
- A description of the relationship with the Director of the Centre.
- A description of the relationship with the students supervised.
- A discussion of the key supervisory issues that surfaced during the unit.

12.3.6. The Director of the Centre submits a report of the candidate's performance during

their time at the Centre with particular reference to Standard 33.3 and 33.5 as above

12.3.7. The interview with the Committee appointed by ACPE (Ireland) Ltd. is to assess the candidate's readiness to resume active Supervisory status

12.3.8. The Chairperson of the Committee sends the recommendation of the Committee to the Chairperson, ACPE (Ireland) Ltd. within two weeks of the interview

12.3.9. The Chairperson of ACPE (Ireland) Ltd. communicates the decision and recommendations of ACPE (Ireland) Ltd. to the applicant in the form of a report.

13. Appeal Procedures for Level 1, Level 2, and Supervisory Training

13.1.1. If a dispute arises in a Centre concerning the application of these Standards, an attempt is made to resolve the issue(s) within the Centre. The parties concerned document all attempts to resolve the dispute at this level.

- In the event of failure by the parties to resolve the dispute within the Centre, an appeal by any of the parties may be made to the Chair of ACPE (Ireland) Ltd. at any time during the unit or within fourteen days of the conclusion of the unit. In so appealing, the complainant(s) details in writing the reasons for the dispute and the desired outcome. The Chair of ACPE (Ireland) Ltd. makes available to the respondent(s) a copy of this document and the respondent(s) replies to it within fourteen days. The Chair of ACPE (Ireland) Ltd. sends the respondent's reply to the complainant. The Chair of ACPE (Ireland) Ltd. or his/her delegate may attempt to resolve the dispute at this stage. If the dispute is unresolved, then ACPE (Ireland) Ltd. appoints a mediator acceptable to both parties to mediate the dispute.
- The mediator meets the parties to the dispute individually and, if appropriate, collectively to try to resolve the dispute.
- All parties to the dispute have the right to make written and oral submission if appropriate, to the mediator. Any additional written materials or oral submissions are given to the mediator, if requested.
- The mediator sends a recommendation to all parties to the dispute and to the Chair of ACPE (Ireland) Ltd. within twenty-one days of the conclusion of the mediation process.
- The mediator makes a recommendation regarding the allocation of costs to ACPE (Ireland) Ltd.
- If the mediation process has been unsuccessful and the dispute still remains unresolved, any of the parties to the dispute may further appeal. This appeal is made to the Chair of ACPE (Ireland) Ltd. within twenty-one days of receiving the mediator's report.
- ACPE (Ireland) Ltd. appoints a Committee of Appeal. The committee has five members, two CPE Supervisors, a member of the Human Resources Department of

an Accredited CPE Centre, a member of the Healthcare Chaplaincy Board who is not a CPE Supervisor and an independent Chairperson.

- All documentation from the mediation process is available to the Committee of Appeal.
- All parties to the dispute have the right to make further written submissions to the Committee of Appeal.
- All hearings before the Committee are held in private. No person is entitled to attend hearing before the Committee without leave of the Committee.
- The Committee, having considered all the documentation, may call all parties to the dispute to appear before it and hear an account of the matter from each party to the dispute. A party appearing before the Committee is entitled to be accompanied by a friend or colleague who is not entitled to address the Committee.
- The decision of the Committee of Appeal is final
- The Chairperson of the Committee of Appeal determines the allocation of costs.
- Any dispute within a Centre, which does not concern the Standards of ACPE (Ireland) Ltd. is addressed in accordance with the Policies of the Hospital in which the CPE program is located.

14. Peer Review

All active CPE Supervisors are expected to engage in a formal peer review process every five years as part of professional and personal development and commitment to the Standards of ACPE (Ireland) Ltd. to maintain supervisory status and professional competence.

The Supervisory Peer Review process form is Appendix 9

APPENDICES

APPENDIX 1: General guidelines for the chairperson of interview panel

- a.** The presenter of the Interview Panel summarises the applicant's material to give picture of the applicant's strengths, weaknesses and development over time.
- b.** Isolate for discussion those areas of personal and professional strengths and weaknesses that offer the most potential for assessing the candidate for the Level they are applying for.
- c.** The Chairperson Chairs the Interview Panel in the scoring and outcome of the Interview. The outcome of the Interview will be communicated to the applicant by the Chairperson following the Panel reaching its decision and scoring. The Chairperson informs the applicant of the decision of the Interview Panel must be ratified by ACPE (Ireland) Ltd. The Chairperson of the Interview Panel gives the applicant two sets of their materials/papers sent to the Interview Panel. One set is kept until 1) the Interview Panels decision has been ratified by ACPE (Ireland) Ltd and 2) if there is an appeal, until this reaches a satisfactory conclusion. Following conclusion of the process the final set of material is returned to the candidate.
- d.** The Chairperson of ACPE (Ireland) Ltd. sends a report of the consultation to the applicant, the applicant's supervisor, and to the Secretary of ACPE (Ireland) Ltd. within two weeks of the interview.
- e.** The Chairperson of the Interview Panel sends a recommendation for all Levels of Supervisory status to the Secretary of ACPE (Ireland) Ltd. within two weeks of the interview. The Chairperson of ACPE (Ireland) Ltd. will communicate the decision of ACPE (Ireland) Ltd. to the applicant in the form of a report.
- f.** All such reports are confidential. Access to these reports may only be with the express approval of the Chairperson of ACPE (Ireland) Ltd. and or open to Freedom of Information.

APPENDIX 2: The certification panel for supervisory levels

Composition of Panel

Supervisor-in-Training: This Panel is appointed by ACPE (Ireland) Ltd. The Panel has five members, at least three of whom are CPE Supervisors. The mentoring Supervisor is in attendance but only as an observer.

Associate Supervisor: This Panel is appointed by ACPE (Ireland) Ltd. The Panel has five members, at least four of whom are CPE Supervisors. The mentoring Supervisor is in attendance but only as an observer.

Full Supervisor: This Panel is appointed by ACPE (Ireland) Ltd. The Panel has five members, at least four of whom are CPE Supervisors.

Recommendation

The Chairperson of the Interview Panel sends a recommendation to the Chairperson of ACPE (Ireland) Ltd. within two weeks of the interview.

If an Interview/Consultation Panel does not recommend granting the requested certification to an Applicant, the Applicant may apply to ACPE (Ireland) Ltd. for a repeat interview.

APPENDIX 3: Certification face sheet

Name: _____

Level Requesting _____

CPE centre's Address where it is agreed that you study at.

Applicant's Address _____

Telephone number land&mobile _____

Applicant's e-mail address _____

Applicant's position held at present. _____

Present CPE Centre: _____

Date of Supervisor-in-Training/Associate Supervisor Status Expires _____

Citizenship _____

Faith group endorsement/accountability.

Faith group ordination/commissioning

College Degree and date achieved.

Graduate theological degree and date achieved.

Other professional certifications.

Professional occupational background (brief) starting from your most recent position; dates positions and responsibilities.

CPE history; dates, centres, type of training, supervisor, number of students supervised by you as

APPENDIX 4: Supervisory consultation sheet

Centre: _____

Dates of CPE Unit: _____

Supervisor: _____

In accordance with the Policies of ACPE (Ireland) Ltd. we, the undersigned, hereby confirm that the supervisory consultation for the above unit of CPE took place on _____ in

Signature of Supervisor: _____

Date: _____

Print Name Here

Signature of Consultant: _____

Date: _____

Print Name Here

This completed form is filed with the Chairperson of ACPE (Ireland) Ltd. before the end of the unit of CPE.

Policy: ‘ It is mandatory for a Supervisor to consult with another supervisor, psychiatrist, clinical psychologist, IACP or NAPCP Supervisor on all students in his/her centre during a unit, and preferably after the mid-term evaluation. A standard form confirming that consultation has taken place between the Supervisor and the Consultant is filed with the Chairperson before the end of the unit’.

APPENDIX 5: Accountability for ethical conduct policy report form

SELF DECLARATION

(for the purpose of this policy, “member” refers to Full Supervisor, Associate Supervision, Supervisor in Training, Active Retired Supervisor and Clinical Members)

I certify the following statements as true:

- A) No discipline or corrective action arising from a complaint of unethical or felonious conduct has been imposed on me and no complaint against me for unethical or felonious conduct is pending in a civil, criminal, ecclesiastical, employment or another professional organisation
- B) I have never resigned, been transferred or terminated, nor negotiated a settlement from a position for reasons related to unethical or felonious conduct
- C) I understand that as a condition to be a member of ACPE (Ireland) as defined above I will provide to the body timely notice of any complaint of unethical or felonious conduct filed against me. Failure to report or provide accurate, full and truthful information may be grounds for discipline including removal of membership in ACPE(Ireland) Ltd
- D) I have signed the Code of Ethics as set forth in the Standards of ACPE(Ireland) Ltd
- E) I have undertaken Gardaí Clearance to meet the requirements of the Institution within which I exercise my role as a member of ACPE(Ireland) Ltd as defined above

Date:

Signature:

Printed Name:

Current Status within ACPE (Ireland) ltd

Appendix 7: Written consent form for CPE students

Participation in a programme of CPE involves the submission of written material for supervision. CPE Supervisors (Supervisor in training, Associate Supervisor, Full teaching Supervisor) in turn are also in supervision and this involves the sharing of material from supervisees as part of professional supervision and ongoing professional development. When material is used by a supervisor in this context, personally identifying material is removed. This Consent Form is a signed letter from participating CPE Students of their acceptance of this supervisory practice. Students are to sign this consent form prior to admission to the CPE programme.

CONSENT FORM

This Consent Form must be reviewed, signed, and dated by the CPE student prior to formal admission to a Clinical Pastoral Education Programme. The specific unit and dates of the unit must be included as well. This Consent Form is to be included in the CPE student's formal acceptance packet. The student is then asked to sign and return it if he/she decides to join the unit. A student's acceptance in the CPE program unit is not finalized until the signed Consent Form has been received. The Supervisor undertakes to treat all material with confidence and to remove personal identifiers from all material used in supervision.

I, _____ (Student) understand that

_____ Supervisory Candidate/ Associate Supervisor/ Teaching Supervisor will use my written evaluation, the above-named supervisor's written evaluation of me, and other clinical materials pertinent to the above-named supervisor's process as part of his/her professional supervision and ongoing training/ professional development in accordance with the standards of ACPE (Ireland) Ltd. I understand that while personal identifiers are removed that such materials may identify me. I understand that this use is solely for the purpose of the above-named supervisor's professional development and certification. I understand that my written materials may be read, heard, viewed, and discussed by the above-named supervisor's professional colleagues as they assess the above-named supervisor's professional development and competence as an ACPE (Ireland) Supervisor. My signature grants consent to all of the above. This Consent Form has been reviewed, signed, and dated prior to formal admission to a Clinical Pastoral Education Programme.

CPE Student Name

CPE Student signature

Date: _____

CPE Supervisor Name

CPE Supervisor signature

Date: _____

CPE Centre

Dates of Unit _____

Appendix 8: Code of ethics

Preamble:

Members of the Association of Clinical Pastoral Education (Ireland) Ltd, (hereafter referred to ACPE (Ireland Ltd), affirm the dignity and worth of each person and respect the right of each faith group to hold its values and traditions. In all ministries, whatever their setting, we hold ourselves accountable to the standards of professional competence and conduct stated in this Code of Ethics and Professional Conduct (hereafter referred to as the Code). Upholding this Code is a necessary and vital component of membership of ACPE (Ireland) Ltd.

Definitions:

Pastoral Ministry

Pastoral ministry is a free response to God's call in and through the community to commit oneself in love to serve others. The communal dimension of the response means that the call to ministry is heard within the Faith Community, is sustained by that Community, and is to serve the mission of the Faith Community. There is no private, individualistic ministry.

Pastoral ministry is also a profession. The individual called to ministry makes a commitment to acquire expert knowledge and skills and to serve human needs with good moral character. The positive meaning of being professional connotes a specialized competence, a commitment to excellence, integrity, selfless dedication to serve the community, and to holding trust, "because people's experience of God is so closely tied to their experience of us, we shall want to fulfill our vocation by maintaining professional standards".

Seeing that Pastoral Ministry is both a vocation and a profession means recognizing that the moral responsibilities of being a Pastoral Minister arise not only from the social conventions of being professional but also ultimately from the invitation of God.

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a method of pastoral theological education that prepares individuals for ministry. CPE uses the action/reflection model of adult education. The goal of CPE is to educate people who are called to ministry and endorsed for ministry, to be professionally competent, self-aware with “commitment to excellence, integrity, selfless dedication to serve the community, and to holding trust”.

Pastoral Supervision

Pastoral Supervision is a method of doing and reflecting on pastoral work in which a supervisor and one or more participants covenant together to reflect critically on their work as a way of growing in self awareness, professional competence, leadership, theological understanding and faith commitment.

Supervisor of Clinical Pastoral Education

A supervisor in Clinical Pastoral Education is a trained and certified supervisor according to the Standards of ACPE (Ireland) Ltd.

Student of Clinical Pastoral Education

An ACPE (Ireland) Ltd student is a person of faith who feels called to pastoral ministry, has a basic theological education and who has been through a selection process and has been accepted into a program at an accredited centre. A student may be at Level I, Level II or supervisory levels of training. (c/f Standards of ACPE (Ireland) Ltd for details).

While students are accountable to the Standards of ACPE (Ireland) Ltd they do not become full members of ACPE (Ireland) Ltd.

CODE OF ETHICS:

Introduction

Pastoral ministry as a combination of a call from God and a profession can be demanding as we strive to meet the myriad of human needs in a modern, secular and multi-cultural society.

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE (Ireland) members and students.

Standard 101: In relationship to those served, ACPE (Ireland) members and students

- 101.1 Affirm and respect the human dignity and individual worth of each person.
- 101.2 Do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or disability.
- 101.3 Respect the integrity and welfare of those served or supervised, refraining from disparagement and avoiding emotional exploitation, sexual exploitation, or any other kind of exploitation, and maintain appropriate boundaries.
- 101.4 Avoid being in more than one role with those served or supervised.
- 101.5 Approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.
- 101.6 Respect confidentiality to the extent permitted by law, regulations or other applicable rules.
- 101.7 Follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.

Standard 102: In relation to other groups, ACPE (Ireland) members/students:

- 102.1 Maintain good standing in their faith group.
- 102.2 Abide by the professional practice and/or teaching standards of the state, the community and the institution in which they are employed. If, for any reason they are not free to practice or teach according to conscience, they shall notify the employer and ACPE (Ireland) Ltd.

102.3 Maintain professional relationships with other persons in the ACPE (Ireland)

Centre, institution in which they are employed, and/or the community.

102.4 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

Standard 103: In collegial relationships, ACPE (Ireland) Ltd members and students:

103.1 Respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual or any other kind of exploitation.

103.2 Take collegial and responsible action when concerns about incompetence, impairment or misconduct arises.

Standard 104: In relation to ACPE (Ireland) members:

104.1 Continue professional education and growth, including participation in the meetings and affairs of ACPE (Ireland) Ltd.

104.2 Avoid using knowledge, position or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of ACPE (Ireland) Ltd; or use affiliation with ACPE (Ireland) Ltd for purposes that are not consistent with ACPE (Ireland) Ltd Standards.

104.3 Speak on behalf of the ACPE (Ireland) Ltd or represent the official position of ACPE (Ireland) Ltd only if authorized by the ACPE (Ireland) Ltd membership.

104.4 Do not make intentionally false, misleading or incomplete statements about their work or ethical behaviour when questioned by colleagues.

Standard 105: In conducting business matters, ACPE (Ireland) Ltd members:

105.1 Carry out administrative responsibilities in a timely and professional manner.

105.2 Implement sound fiscal practices, maintain accurate financial records and protect the integrity of funds entrusted to their care.

- 105.3 Distinguish private opinions from those of ACPE (Ireland) Ltd, their faith group or profession in all publicity, public announcements or publications.
- 105.4 Accurately describe the ACPE (Ireland) Ltd centre, its pastoral services and educational programs. All statements in advertising, catalogues, publications, recruiting and academic calendars shall be accurate at the time of publication. Publications advertising a centre's programs shall include the type(s) and level(s) of education offered and the ACPE (Ireland) Ltd address, telephone number and website address.
- 105.5 Accurately describe program expectations, including time requirements, in the admissions process for CPE programmes.

Appendix 9: Supervisory Peer Review

PEER REVIEW INTERVIEW

Documentation

Please circle the appropriate answer

1. Did the Reviewee provide?

- | | | |
|--|-----|----|
| a) Evidence of membership of ACPE (Ireland) Ltd. | YES | NO |
| b) Evidence of having signed the ACPE (I) Ltd's Code of Ethics | YES | NO |
| c) Endorsement from Faith Community | YES | NO |

If yes give name of present Faith Community

If no please explain.

ADHERENCE TO STANDARDS OF PRACTICE

1. Please comment on how the Reviewee demonstrated his/her adherence to the Standards of practice of ACPE (Ireland) Ltd. (Standard 19.1-19.5)
2. Please comment on how the Reviewee addressed the recommendations of the previous peer review or certification process if this is the first peer review.
3. Has the Supervisor/Educator being reviewed maintained active supervisory status (cf ACPE (Ireland) Ltd Standards 44-54)?

Please identify the number of units and dates.

PERSONAL AND PROFESSIONAL GROWTH

3. Are you satisfied that the Reviewee is giving sufficient time and attention to the areas of

personal and professional growth with a minimum of 50 hours per year?

It is recommended that the following areas and timeframe be considered

- **at least 16 hours focusing on spiritual growth**
- **at least 14 hours focusing on professional development**
- **at least 10 hours focusing on reading and use of research**
- **at least 10 hours focusing on what is most meaningful to the individual.**

Please circle the appropriate answer

YES NO

4. Please describe the Reviewee's plan for ongoing self-care

AREAS OF EXCELLENCE AND GOALS FOR MOVING FORWARD

5. Please describe the Reviewee's area(s) of excellence, i.e. Creative Initiatives etc.

6. Please describe the Reviewee's career aspirations and goals for the next 5 years

7. Are there any further general collegial recommendations you wish to make to the Reviewee which are not already in the report? These could be addressed in the next peer review.

PEER REVIEW REPORT

Member being reviewed:

Name: -----

Home Address: -----

Work Address: -----

Phone numbers Home -----Work -----Mobile -----

E-mail Home -----

E-mail Work -----

Certification date(s)

Full Supervisory Status -----

Previous Peer Review Ratification -----

Please indicate how the Reviewee's name should appear on the certificate

PEER REVIEW TEAM

Chairperson (Appointed by ACPE (Ireland) Ltd)

Name: -----

Home Address: -----

Work Address: -----

Phone numbers Home -----Work -----Mobile -----

E-mail Home ----- Work -----

Team member (Chosen by the Reviewee)

Name: -----

Home Address: -----

Work Address: -----

Phone numbers Home -----Work -----Mobile -----

E-mail Home ----- Work -----

Other Member (at the discretion of the Reviewee)

Name: -----

Home Address: -----

Work Address: -----

Phone numbers Home -----Work -----Mobile -----

E-mail Home ----- Work -----

PEER REVIEW INTERVIEW

Date: -----

Place: -----

PEER REVIEW SUMMARY REPORT

to be completed at the end of the Peer Review Interview

Recommendation: Please circle the appropriate answer.

That Certification Renewal was Granted

YES

NO

If denied please indicate the reasons for this outcome and recommendations of how to achieve Re-Certification.

Signatures:

Review team

we submit this report and have given a copy of it to the Reviewee.

Date: _____

Reviewer

Date: _____

Reviewer

Date: _____

Reviewer

Reviewee

I have received and read a copy of this, my Peer Review Report

Date: _____

Reviewee

PEER REVIEW CHAIRPERSON'S RESPONSIBILITY

At the completion of the Peer Review Interview the Chairperson has

- 1. The Review Team and Reviewee sign the Summary Report on Page 4**

- 2. Provided a signed copy of the entire Peer Review Report to the Reviewee within two weeks of Interview.**

- 3. Informed the Chairperson and Secretary of ACPE (Ireland) Ltd that the Reviewee's (name) peer review has been completed.**

