SES Handbook 2017
The Center for Chaplaincy and Clinical Pastoral Education
At
Care and Counseling Center of Georgia
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The Center’s CPE Program is fully accredited by and in good standing with the Association for Clinical Pastoral Education, Inc. (ACPE) meeting the standards to offer Level I, Level II, and Supervisory CPE.

The purpose of this handbook is to facilitate students’ entrance into the CPE learning process and to partially document compliance with 2015 ACPE Standards for accreditation.

It is not a contract.

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Introduction

Even though the SESs/SC’s at our Center are trained in different settings and hospital cultures, our uniting philosophy is that Supervisory education is ministry and education for ministry. The Center’s model of Supervisory training is deeply relational and communal. While the system is very complex and frequently changing, it offers the student much flexibility for learning. We honor each site’s and person’s diversity, while communicating as best we can with each other to maintain healthy relationships and boundaries and offer the fertile ground needed for Supervisors in training to learn the art of supervisory ministry and education.
POLICIES AND PROCEDURES
Admission Process

Supervisory CPE is designed for the qualified person with demonstrated pastoral, professional, and clinical competence to learn the art and science of supervision in a process that includes:

(1) education in theories related to supervision from theology, the behavioral sciences, and education:

(2) practice of supervision while under the supervision of an ACPE Supervisor with final certification:

and (3) integration of theory and practice in one’s identity as a person, pastor, and educator. Supervisory CPE usually involves at least a three year process to achieve certification.

Applications for Supervisory CPE are accepted at any time. Admittance is dependent on the availability of a position. When a position becomes available, it is published regionally and nationally.

Initial acceptance into supervisory CPE is provisional. Continuance is first evaluated at the end of unit one. Thereafter, continuance is granted annually. Annual continuance is granted if the Center faculty decides the trainee has created, adhered to, and dealt with an acceptable plan to achieve certification as an Associate CPE Supervisor. To be continued, a student must demonstrate incrementally complex, creative, and evolving integration of his/her self-understanding in ministry.

Prerequisites for applicants include the following:

1. Ordination or commission to function in ministry by an appropriate religious authority as determined by ACPE.

2. Denominational/faith group endorsement/accountability to train in the program.

   ACPE Standards defines Faith Group Endorsement/Accountability – formal recognition by a faith group that a person is a member in good standing of that group and affirmation of that person for admission to the status of Supervisory Candidate and/or certification as Associate Supervisor or ACPE Supervisor.

3. Graduation from an accredited seminary, rabbinic or divinity school, and conferment of a graduate theological degree (M.Div.) or equivalent as confirmed by an ACPE certification committee.

2015 ACPE Standards define Graduate Theological Degree or Equivalent – one of the following:

a. Master of Divinity Degree from an accredited theological school.

b. Graduation from an accredited (by CHEA – Council for Higher Education Accreditation or ATS – Association of Theological Schools) theological school with a graduate theological degree consisting of at least 72 semester credits or 108 quarter credits. c. ordination from a recognized Jewish seminary.

d. Post-baccalaureate theological degree with such additional study and vocational formation experience as may be evaluated by an ACPE regional certification committee to constitute equivalent level of study.
e. Master’s degree in a related field with such additional post-baccalaureate theological course work and vocational formation experience as may be evaluated by an ACPE regional certification committee to constitute an equivalent level of study.

4. Standard 402.2: Satisfactory completion of at least 4 units of CPE Level I/ Level II, two of which need to be CPE Level II.

5. Successful pastoral experience as a professional minister after completion of the initial theological degree, usually not less than three years. It is preferred that one’s pastoral experience be in both an institutional and congregational context.

6. Demonstrate familiarity with the Spiritual Care Collaborative Common Standards for Professional Chaplaincy

**Required materials for supervisory education applicants are as follows:**

1. All admission materials must be up-to-date and reflect an applicant’s current, integrated perspective.
   a. Submission to the Director of CPE of the following required written and/or collected materials: Applicants’ and ACPE Supervisor’s written, final evaluations of each previous ACPE unit.
   b. All Presenters’ and Committee Action and/or Consultation Committee Reports.
   c. A written endorsement by a current ACPE Supervisor of the applicant's ability to provide high-quality pastoral care. In addition, affirmation of his/her readiness for Supervisory education and potential to become an ACPE supervisor.
   d. Payment of the non-refundable $100 application fee to make the application complete. All complete applications will be acknowledged in writing within 10 days after finalization.
   e. Confirmation of ecclesiastical and denominational authorization to participate in the CPE program and authority granted by an appropriate religious authority to function in ministry.
   f. A completed ACPE Center Application Fact Sheet for Supervisory CPE including required, written responses to all questions.
      i. A current autobiographical statement. This paper should communicate an applicant’s current awareness of ways his/her personal history shapes and informs their practice of ministry. It should reflect integration of religious development with self-understanding, and a mature comprehension and interpretation of personal development, family background, religious journey, and educational and vocational history. The purpose of this paper is to provide material for interviewers to evaluate the applicant’s current level of integration in terms of self-understanding and capability to use his/her history to benefit others, pastorally and educationally (8 page maximum length - this and all following papers are to be presented double spaced, font size: 12).
ii. A brief paper articulating the applicant’s theological, educational and methodological understanding of CPE (2 page maximum length).

iii. A brief paper articulating the applicant’s strengths and weaknesses as a potential supervisor (2 page maximum length).

iv. A brief description by the applicant of his/her religious life and faith development including events/relationships that have informed the applicant’s cultivation of faith, its practice(s), and his/her current belief system (2 page maximum length).

v. A brief paper that interprets the applicant’s pilgrimage in CPE specifically, with reference to the impact of the journey as documented in progressive, written evaluations, on his/her role as minister and potential as a pastoral educator (2 page maximum length).

vi. A brief paper articulating the applicant’s motivation for entering supervisory education (2 page maximum length).

vii. A recent example from written, clinical material that illustrates how the applicant provides pastoral ministry (best practice). This would be a case study. A case study, is a unified, linked series of pastoral encounters with an individual or individuals from an on-going, extended process of pastoral care. These materials should include emerging interpretations and choices of interventions made from among various pastoral care options. The applicants should choose material they believe clearly demonstrate their pastoral and conceptual competence. We want to see the applicants’ ability to minister creatively, thoughtfully, and effectively. We want to see that the applicants know what they are doing and why, and that they can reflect upon pastoral encounters in ways that evidence potential to educate others. This example of ministry can be with a patient, family member(s), a parishioner, staff person, or client (8-page maximum length).

Admission Process:

- Application is submitted to the Care and Counseling of Georgia’s Director of CPE. CCCG uses the CCCG Application Form and requires all stated papers.
- An application is considered complete when all papers and the published non-refundable application fee received.
- All complete applications will be acknowledged by e-mail or phone call within 5 days after they are considered complete.
- Faculty review and appraisal of a completed application will ensue through various steps. Note that continuation of the application process requires a favorable assessment at each step. Steps may proceed from a paper review to various face-to-face interviews. A decision to stop the process and notify of non-acceptance can occur at any step. Steps may include, but are not limited to, the following:
  a. Individual review by each faculty member of the complete set of the application materials.
b. Applications will be reviewed by the center CPE faculty within 30 working days of acknowledgment. Conjoint faculty review of the complete set of application materials. A decision is reached to proceed and the applicant is contacted.

c. If the decision is to proceed, the applicant is invited for a mandatory, on-site interview with the Center faculty and any consultants deemed appropriate.

d. The CPE Center may, at its’ own expense, require a psychological assessment of the applicant by a clinician approved by the Director of Chaplaincy and CPE and include the report of this assessment in its deliberations regarding an applicant. The content of this assessment report remains the confidential property of The Center, which arranged for and covered the expense of the assessment.

e. An applicant accepted into Supervisory CPE is accepted provisionally for one unit. Before the end of the initial unit, the student must have prepared for, scheduled, to meet a regional consultation committee that will assess officially the student’s readiness for Supervisory CPE.

f. Upon completion of the first unit, a decision is made about continuance for the probationary second unit. All students must meet a center readiness committee before the end of unit two. At the end of the second unit and after the readiness consultation on regional level, a final decision will be made about continuance for an initial year of CPE education.

g. Continuance, thereafter, is appraised annually and determined by the Primary ACPE Supervisor, Center faculty, and select consultants.

h. The Center faculty, in concert with the Director of Chaplaincy and CPE of the Center, will make the final determination to accept or decline an applicant in Supervisory CPE.
Office Resources

PURPOSE:
To ensure the students have the resources necessary and available for the educational needs.

PROCEDURE:
Each student will have computer access and a sufficient work area at their placement site. Placement and Satellite sites will provide computer space, workspace and meeting rooms that will add to the educational needs of the CPE student.

Students also have computer, copier, scanner, and fax machine use while at the main CCCG office and at all placement sites.

Resources

Computer: There is a computer available to all CPE students in the lounge of the CCCG building. The computer login for all CPE students and password will be available at orientation. This computer prints to the printer on the first floor behind the reception desk.

Copiers: There are copiers on both the first and second floor of CCCG.

The first floor has a copier/scanner and fax machine along with other office supplies and is located behind the receptionist desk.

The second floor copier/scanner is located next to the CPE administrator’s office.

Lunch Room: There is a lunchroom on the first floor of CCCG. There is a refrigerator, microwave, and hot and cold water dispenser available for all students. There is coffee and tea available for all students. In the lunchroom/lounge you will find a bulletin board with organizational information, handouts for educational opportunities, and a wall of pictures that will assist you in recognizing the staff at CCCG. There is a beverage vending machine on the second floor of the building.

Room Reservations: If you are interested in reserving a room at CCCG for educational purposes please contact the CPE Administrator or the CPE Director who will be able to reserve a room for you. Rooms are reserved for one or two hours at a time. Please remember to exit the room ten minutes before the end of the hour to facilitate the ease of room transitions scheduled. Please leave the room in the same manner it was found.

REVIEWED & APPROVED: October 12, 2016

Effective date: 10/12/2016

Revision Date:
Consultation for Supervisory Education CPE students
ACPE STANDARD 304.5 a procedure for providing consultation for CPE students

**PURPOSE:** To ensure the provision of consultation regarding the student’s learning goals, process and focus related to the goals and objectives of ACPE.

**PROCEDURE:**
Supervisory Education Students will receive individual consultation from the entire CPE faculty of CCCG once a year.

**Written materials are to be submitted one week in advance of the consultation include:**

1. Copy of the last student’s self and supervisors evaluations;
2. A one page assessment of educational progress including specific plans for the next year.
3. A written statement of the issues about which the student is seeking consultation and help he/she needs to accomplish outcomes.

After meeting with the student, the consultation group will conclude the session with offering specific feedback and consultation to the student and supervisor.

The student’s primary supervisor will include the consultation feedback in the student’s next unit evaluation.

**REVIEWED & APPROVED: November xx, 2016**

Effective date: 11/11/2016
Revision Date:
Educational Expectations

Access to ACPE Standards and Manuals

Standard 303.7 access to current ACPE standards, commissions’ manuals, the ACPE Policy for Complaints Alleging Violation of ACPE Education Standards, and the ACPE Policy for Complaints Against the Accreditation Commission

It is expected that Supervisory Students will access the ACPE manuals on line at ACPE.edu and will be responsible to be aware of Standards, Accreditation processes, and Certification processes as posted through ACPE website.

Probationary Acceptance

Any SES admitted enters a phase of mutual assessment for a probationary time. The Center reserves complete right not to admit a student after initial acceptance and the defined process of mutual assessment thereafter.

Before the end of the initial unit, the student must have prepared for, scheduled, convened, and met a CCCG Center consultation committee that will assess officially the student’s readiness for Supervisory CPE. All students must meet a center readiness committee before the end of unit two. At the end of the second unit and after the readiness consultation on regional level, a final decision will be made about continuance for an initial year of Supervisory Education CPE education. Thereafter, continuance is granted annually by the Director of Chaplaincy and CPE in dialogue with the SES’s educational Supervisor and Center faculty who decide if the trainee has created, adhered to, and dealt with an acceptable plan to achieve certification as a CPE Supervisor. To be continued, a student must demonstrate incrementally complex, creative, and evolving integration of his/her self-understanding in ministry.

Training Agreement

Before any clinical work begins, the SES reviews, signs and submits an Agreement for Training. This confirms the SES understands the Center’s Policies, Procedures, Protocols, Duties, and Benefits. It represents a commitment by the student to adhere to them.

Ongoing Therapeutic Relationships

As part of the educational curriculum every SES is strongly encouraged to engage in an ongoing therapeutic relationship with a counselor/therapist to deepen and enhance the SES’s educational process with the intent of integrating his/her personal learning into the supervisory formation process.

Financial Arrangements

The SES’s tuition will be determined on an individual basis and agreed upon in an annually renewed contract between the SES and the Center.

The SES’s stipend will be negotiated dependent on the specific site the SES is assigned to. It is reassessed once the SES reaches candidacy status.
The Center covers all SES certification registration fees for readiness, candidacy and associate request.

The Center covers the travel and lodging expenses for SES for the regional readiness and candidacy certification meetings.

The SES is responsible for travel and lodging expenses for the national Associate supervisor certification meetings.

**Monthly Interstate Supervisory Consultation Meetings**

Additionally, you will actively participate in monthly meetings of the Larger Interstate Supervisory Consultation group. You are required to attend and present as often as is made available to you in this group. You will be required to host/coordinate at least one meeting per year.

In this group with several SESs and SCs present, accompanied by their primary supervisors, you will present theories, case studies and certification materials. This group especially will offer you a context to present and engage required materials with authority persons. You will practice using consultation and supervision and experience confirmation. This curriculum component serves as helpful preparation for meeting committees. The group also provides a community for mutual support and confrontation while engaging in an important group process.

**Educational Resources**

Every SES/SC has access to diverse theoretical and research resources associated with the art and science of CPE supervision. Among them are:

- A collection of excellent bibliographies;
- Four proposed reading modules (see Appendix 3);
- Access to on-line workstations for web searching;
- Journals of pastoral care and counseling and supervision;
- Ongoing presentations of theoretical supervisory materials; and
- Adjunct faculty of the Care and Counseling Center of Georgia.

**Individual Supervision**

Each SES/SC has a direct relationship with a qualified primary CPE Supervisor. Our permanent and contractual faculty is a diverse group of experienced persons who understand supervisory CPE and the process of supervisory education. The Center offers SESs/SCs the opportunity to participate in a diverse educational faculty and to benefit from the differing styles of the various supervisors. We usually have at least three or more supervisors in training, which provides a built-in peer group. Each student/supervisor is expected to meet one hour/week.

**Group Supervision**

Each SES/SC is expected to attend weekly group supervision at a minimum of three times per month. Our faculty members understand supervisory CPE and the process of supervisory education and work with the group to enhance their skills for pastoral education. The Center offers SESs/SCs the opportunity to participate in a diverse educational faculty and to benefit from the differing styles of the various supervisors.
Monthly Staff Meetings
Each SES/SC is expected to attend all CCCG CPE faculty meetings and participate in their role towards the goal of maintaining and enhancing the function of our CPE program. It is expected that through this attendance and participation that the students will learn hands on the administration of a program or center. It is expected that if a student is not present they will be responsible to gain access to any materials distributed and will arrange a proxy to fill them in on decisions and discussions.

Yearly Consultation
Once a year, you will have a consultation with the faculty to assess your educational and certification progress and determine how you can reach the goals set for the current or following year. After the educational consultation, the Director of CPE will renew the educational contract between the center and the Supervisor student.

Professional Advisory Group
The PAG is composed of professional consultants from our different educational/clinical placement sites and satellite programs and from the larger community. The larger Center PAG meetings three times a year, while the site PAGs meet at least twice a year. SCs have the opportunity to prepare for and participate in the PAG meetings. Which PAG they participate in depends on their educational needs and the the needs of the sites and Center.

The PAG meetings are important learning experiences, as they educate:
- in program administration;
- management of inter-professional relationships and boundaries;
- the politics that effect and enhance CPE and pastoral care; and
- the group process of a wise and supportive larger community.

REVIEWED & APPROVED: August 23, 2016
The Reverend MaryBeth Hayes  
Director of Clinical Pastoral Education  
Care and Counseling Center of Georgia

The Reverend Sandra Mullins  
Chief Executive Officer  
Care and Counseling Center of Georgia
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| Effective date: 08/01/2008 |
| Revision Date: 11/01/2016 |
Final Evaluation for SES – self evaluation

1. Describe your learning goals and evaluate your progress with each one.

2. Evaluate your progress in relation to each outcome found in the Objectives and Outcomes for Supervisory CPE, ACPE Standards 313-319 that apply to your level of supervisory training.

3. Describe your clinical areas and responsibilities/curriculum and evaluate your pastoral relationships with patients and families and clinical staff in terms of pastoral care and pastoral theology.

4. Describe your supervisory responsibilities and evaluate your experience in terms of supervisory, educational, psychological, pastoral, and theological theories/concepts/competence that apply to your level of supervisory training.

5. Evaluate your relationships with the staff of your pastoral care department.

6. Evaluate your experience in your supervisory training peer group. Evaluate individually your relationships with each of your supervisory training peers (protect confidentiality).

7. Describe your relationship with your supervisor (s), in particular, your individual supervisor. Are there things that are helping and/or hindering the relationship? What do you need that would enable your learning process with your supervisor?

8. What are your blind spots and growing edges as a SES/SC?

9. Describe your learning goals, plans, and hopes for your next unit of supervisory training.
Student Rights & Responsibilities *ACPE Standard 304.8*

*ACPE Standard 304.8 a statement of student rights and responsibilities.*

**PURPOSE:** To define the rights and responsibilities of CPE students participating in the CPE program at The Center.

**PROCEDURE: Rights of Students**

Students are informed of the following rights during orientation to the CPE unit. Students have the right to

1. A Clinical Pastoral Education program conducted in accordance with the ACPE Standards for the level of CPE in which the student is enrolled.
2. A Clinical Pastoral Education program that does not discriminate against an applicant/student because of race, gender, age, faith group, national origin, disability or sexual orientation or gender identity.
4. A written procedure for handling complaints, consistent with ACPE Standards.
5. Records maintained in a confidential manner, in accordance with ACPE Standards.
6. Faculty that respects the integrity and protects the welfare of those served and supervised.
7. Professional relationships that avoid emotional, sexual, or any other form of exploitation of individuals or groups.
8. An environment where ones religious convictions are treated with respect.
9. Control the release of any records, evaluations, or confidential letters.
10. Receipt of a written evaluation within 45 days of the completion of the unit and the opportunity to meet with and discuss the evaluation with the supervisor.
11. A designed CPE unit that provides experiences, resources, and relationships that provide opportunity for each student to address the educational outcomes for the level of CPE in which the student is enrolled.
12. Access to a computer and sufficient workspace and meeting space.
13. Regular supervision with a supervisor.
14. Timely feedback on all written materials.
15. A complete orientation to the center and educational program requirements.

Responsibilities of Supervisory CPE Students

1. **Professionalism:** Supervisory Education Students will to conduct themselves in keeping with their roles as education professional
2. **Confidentiality:** Maintain confidentiality of CPE peers, students and staff members.
3. **Evaluations:** Students will complete all student evaluations within 30 days of completion of their unit and have them signed by the students within 45 days of the completion of the unit.
4. **Presentations:** All Supervisory Education Students will present in rotation at center and interstate meetings.
5. **Meetings:** Attend all faculty and staff meetings
Student Records  ACPE Standard 304.4

ACPE Standard 304.4 a procedure for maintaining student records for ten years, which addresses confidentiality, access, content, and custody of student records should the center be without a supervisor and/or accreditation.

PURPOSE:

This policy serves as Annual Notice to all Center CPE students and staff to ensure that the Center maintains student records in a manner consistent with federal laws such as the Family Educational Rights and Privacy Act (“FERPA”) and state laws, and that the student’s official record is open to the student and is not available to others outside the CPE center except with the written permission of the student or as noted below.

The Center guarantees to its students the rights to inspect and review education records, to seek to amend them, to specify control over release of record information, and to file a complaint against the program for alleged violations of FERPA rights.

Student records are defined as any record (paper, electronic, video, audio, biometric, etc.) directly related to the student from which the student’s identity can be recognized; and maintained by the Center or a person acting for the Center.

PROCEDURE:

Student Information: This is student information not generally considered harmful or an invasion of privacy if released. Directory information such as name, address, e-mail, telephone, religious affiliation, previous education are being published within the CPE program context, unless a student opts out. Once a supervisory student has submitted information such as address phone number and narrative to be included in the master handbook, it is the Supervisory Education Students responsibility to inform the CPE Director and the CPE administrator if that information is to be changed.

Thus as it applies to CPE, information about the student with name, address, denomination and unit of CPE successfully completed will be sent to the ACPE office as a student unit report at the completion of each unit of CPE.

Consultation Reports: Supervisors will report on a supervisory education student’s consultation as part of their final supervisory evaluation. Any additional material used in a specific consultation is material intended to be a resource for the student’s educational progress, is for the student’s and supervisor’s use, and is not considered a part of the student’s official record.

Educational Officials with access to Supervisory Education Student Records without student consent include: The Director of CPE, the CPE Administrator, and Supervisors/faculty members directly involved in the supervision of said student. CPE educational files may only be accesses by those with a “legitimate education interest.” This includes, but is not limited to, the following: 1) Processing application for further CPE; 2) Gain perspective on performance or learning; 3) Check reference information; 4) Add changes of supervision; 5) Clarify education themes or concerns; 6) Establish facts, 7) Audits for complaint or qualified surveys, 8) Research; 9) Determining program demographics, 10) Annual Report completion; 11) Validate compliance
with regulations or standards, 12. Death(s); 13) SES certification preparation; and 14) Help with developing vitae.

**Exceptions:** There are some exceptions that exist which override the requirement not to release information within a student record. Release may occur: to protect the health or safety of the student or others; for the purpose of accreditation or complaint review; and as required for legal processes. It is the practice of this CPE Center that before releasing material in any of these circumstances, a consult will occur with the ACPE Executive Director. A final access exception is the circumstance in which a Center vacates its accreditation, and/or, if a Center is without a supervisor. In both cases, the executive to whom the program reports may access student files to abet transfer and/or ensure guardianship.

**Final Evaluation** The student is informed that the center will keep a copy of evaluations for ten years after completion of Associate and it will not be available to anyone else except with written permission of the student. It is the responsibility of all SES’s to maintain their own files for future use.

**Human Resource (HR) Records:** All CPE students who receive a yearly stipend/salary are considered CCCG’s employees. The use and release of HR records may be subject to the Americans with Disabilities Act (“ADA”), the Health Insurance Portability and Accountability Act (“HIPAA”) and/or other federal regulations and state laws. Certain safety and employment records are also subject to other federal regulations and state laws and are kept separately.

HR records are kept separately from the educational file and kept confidentially and permanently. The HR file includes the collected student information required by CCCG or the assigned placement satellite/site for employment and stipend payment purposes, see form for records maintenance. Only CCCG’s CEO, CFO/COO, the Director for CPE of the Center and the CPE Administrator are authorized to access the students’ HR files.

**Maintaining Student Records:** The Center for Chaplaincy and Pastoral Education at the Care and Counseling Center of Georgia will keep students’ educational records for at least ten years and students’ CPE face sheets permanently. These records shall not be open to anyone outside the CPE center except with the student’s written request. (Exception: note “Exceptions” below). In case the center should be without a supervisor and/or accreditation, the regional accreditation chair arranges the secure storage of all educational student records. The ACPE office will be informed of the educational records’ location.

**Confidentiality:** Persons seeking certification as a CPE supervisor shall not use personally identifying material about CPE students or peers without written permission of the student. Thus, either the identity of the student must be anonymous or the student must give written permission to use the material.

**Records Management:** The Center stores all its files in a locked file cabinet in a designated secure filing room. The Director of CPE is the custodian of the records. Other persons who have access to the files if needed include the assisting administrative supervisor.

**Student Access:** Per written request, Individual CPE students can request access or a copy of their educational files. As long as student educational records are kept, they must be handled in keeping with federal and state laws, being available only to the CPE student, legitimate educational officials and others on written request of the student. (Exception: note “Exceptions” below). A student may review his/her record by making written request to the Director of CPE.
In person access will occur within 10 days. Students unable to be present may request a copy to be sent within 30 days. Students who view their record at the Center and wish to make a copy may request a copy at the time of their viewing.

**Student’s Official Educational Record:** An ACPE Face Sheet, student application, a copy of the written Supervisory Final Evaluation and the corresponding Student Self Final Evaluation for every unit completed, signed requests for document releases, signed training agreements. All other educational student materials are confidentially destroyed as above indicated.

A student has the right to object to record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.

**Supervisory Notes:** The CPE supervisor may keep process notes on a student. These process notes are for the exclusive use of the writer and are not considered a part of the student’s official record.

Violations of any of these student record protocols may be reported to the Chair of Accreditation Commission at: ACPE One West Court Square Suite 325, Decatur, GA 30030. Phone: 404-320-1472/Fax: 404-320-0849/ www.acpe.edu
Reimbursement

PROCEDURE:

Each SES may be reimbursed up to $1000.00 per year for educational needs. Educational needs include Continuing education, Certification, and Travel.

Any reimbursement request by CPE students will be submitted to the Director of CPE who will approve the request on a case-by-case basis. A reimbursement check will be mailed to the student within 30 calendar days.

All requests for reimbursements to make a Certification Appearance must be submitted to the Director of CPE for approval 30 days in advance in order for a check will be forwarded to appropriate persons at ACPE to meet required deadlines required to appear before a regional Certification Committee or a committee of the ACPE Certification Commission.
Evaluation of Students CPE Experience by SES

ACPE Standards 308.8 and 305.2

Purpose: The ACPE Standards require an evaluation of the student's CPE experience by the supervisor and by the student. Evaluation is a part of process education and may take various forms, be conducted with a variety of persons, occur at many and varied times, and serve several purposes.

The foci of the evaluation experience are:

- the student's individualized contract and learning goals.
- learning issues that have emerged in the CPE experience.
- the objectives and/or outcomes of the CPE program -- CPE Level I/Level II.

The supervisor’s final written evaluation of the student's CPE experience should:

a) identify the student, supervisor, center (CCCG), program of CPE (Intern, Extended, Residency), beginning and end dates of unit, and preparer of the document.

b) be of professional quality both in clarity of thought and style of preparation and presentation.

c) be timely in respect to the evaluation experiences being summarized and also to the availability of the document for future use; the signed and final supervisor’s evaluation must be received by the student within 30 calendar days of the the day in which final evaluations were presented in group.

d) respect the confidentiality of the student, peers and persons to whom the student ministered.

e) never be given to anyone without the written permission and direction of the student.

f) be signed and dated by the supervisor and the student.

g) Students may attach an addendum to the supervisor’s evaluation.

h) Note: Supervisors must attach cover sheet (ACPE Appendix 7 D-1) to each supervisor’s unit evaluation.

Process:

1. Level I and Level II students must received their supervisors evaluation within 30 days of the day the students final evaluation was presented in group.

2. CCCG CPE Administrator must be forwarded or copied of the the email that was sent to the student with their final evaluation attached within the 30 days of final evaluations being presented.

3. It is the responsibility of the supervisor to deliver in person or electronically the final signed evaluation to CCCG for proper filing when signatures are obtained.

4. If a seminary requires a grade for the student, the supervisor must sent the grade to the school within 10 days of the end of the unit, with a copy sent to the ACPE administrator.

5. SES’s may not start new groups without completing all previous units CPE evaluations.
CPE Program Evaluations

ACPE Standard 305.2 The CPE Program Evaluation is the ongoing process of evaluation sufficient to promote the continuous quality improvement of the educational program.

The program evaluation is completed by students at the end of each unit of CPE. Students complete a program evaluation offering feedback about their educational experience after the completion of the unit and after they have received their supervisor’s unit evaluation.

- CPE program evaluations may be completed using the form Sample CPE Program Evaluation, Appendix 6A.

However, students may use a form designated by the supervisor or center.

- Students in supervisory education are required to have students complete the CPE Program Evaluation form found in the ACPE 2016 Certification Manual Appendix 4. The same form is also available in the ACPE 2016 Accreditation Manual, Appendix 6A.
Meeting an ACPE Committee
PROFESSIONAL PRACTICE AND PROTOCOL OF MATERIAL COMPLETION AND CENTER AUTHORIZATION

PURPOSE:

To specify Center policy and procedure concerning the securing of authorization by Supervisory Education Students to meet a certification committees/commissions.

POLICY:

Supervisory Education Students are required to present to their educational supervisor a final copy of their set of compiled and written certification materials before deadline for submittal for review to receive Center authorization to proceed to appear.

PROCEDURE:

1. Supervisory Education Students will compile and complete their materials for certification and bear entire responsibility for their quality.

2. Supervisory Education Students will provide a copy of the materials to their educational supervisor two weeks before deadline for submittal.

3. The educational supervisor will review the materials to determine if all required papers/documents are present.

4. After verifying all papers/documents are present, the educational supervisor will grant the Supervisory Education Students authorization to proceed with submittal to appear.

5. In the event educational supervisors find the materials incomplete, they will provide reasonable direction to the Supervisory Education Students plus information to help achieve completion.

6. If authorization is not possible based on incomplete materials, the educational supervisor will notify the Director of Chaplaincy and CPE of the Center who together will schedule a required consultation to determine whether to grant continuance in education or determine a fitting plan of action.

REVIEWED & APPROVED: November xx, 2016

The Reverend MaryBeth Hayes
Director of Clinical Pastoral Education
Care and Counseling Center of Georgia

The Reverend Sandra Mullins
Chief Executive Officer
Care and Counseling Center of Georgia

Effective date: 08/01/2008
Revision Date: 11/xx/2016
Objective of Supervisory CPE

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

313.2 to provide students practice in the supervision of CPE under the supervision of an ACPE supervisor.

313.3 to facilitate students’ integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.
Unit Requirements Supervisory CPE *ACPE Standards 308.9.1*

**PURPOSE:** To ensure that CPE units meet the ACPE Standards regarding supervisory education educational requirements and a growth fostering learning environment.

**PROCEDURE:**
A unit of Supervisory CPE 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 care ministry.

A half-unit of Supervisory CPE consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

The Center will provide the supervisory CPE students with a relational learning environment that fosters growth in four competency areas as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, and program design and implementation. (See Supervisory Education Curriculum)

**REVIEWED & APPROVED:**

The Reverend MaryBeth Hayes
Director of Clinical Pastoral Education
Care and Counseling Center of Georgia

The Reverend Sandra Mullins
Chief Executive Officer
Care and Counseling Center of Georgia

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Agreement For Training (SES) *ACPE Standard 304.9*

Clinical Pastoral Education is conducted as a supervised education for ministry experience within the Standards of the Association for Clinical Pastoral Education, Inc. (ACPE), and the policies of the Center for Chaplaincy and Clinical Pastoral Education at Care and Counseling Center of Georgia (“The Center”). The accreditation of all Center satellite programs and educational program sites is maintained by the Center, and your units of CPE will be registered through the Center with ACPE within 45 days after the units end.

This document and your acceptance into the CPE program at the Center at Care and Counseling Center of Georgia, authorizes you to visit patients and students as an SES functioning as a chaplain, to be informed of their situation (physically, spiritually, emotionally, psychologically, and sociologically), and to write materials that would be most beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor. Confidentiality is basic to professionalism and any communication regarding patients/inmates/clients/parishioners or residents outside our professional treatment and/or training circles is strictly prohibited under federal regulations (HIPAA), except as required for the safety of patients or residents, families or others. Breach of this standard of professional confidentiality is determined by your assigned site supervisor(s) and by the Center’s Director and may result in your immediate termination.

**SES Initials: __________**

Each Satellite Program/Educational or Clinical Placement Site of the Center has its own educational and clinical requirements as well as its specific policies and procedures that you are expected to study, understand and follow in a professional manner.

**SES Initials: __________**

During your Center Orientation you have reviewed The Center’s Master Student Handbook with all applicable policies, procedures, and guidelines implemented by the Center and the ACPE Standards governing Clinical Pastoral Education. You have had opportunity to review these policies and Standards during orientation, ask questions, and accept the same as guidelines, terms, and procedures within which your CPE unit(s) will be conducted.

**SES Initials: __________**

In all of your activities during your SES training you agree to function professionally in accordance with the Center’s policies and procedures, ACPE Standards, including the Code of Professional Ethics. You confirm that you have acquired student membership with ACPE.

**SES Initials: __________**

You understand that as part of the educational curriculum every SES is expected to engage in an ongoing therapeutic relationship with a counselor/therapist to deepen and enhance the SES’s educational process with the intent of integrating his/her personal learning into the supervisory formation process.
You understand that any SES admitted enters a phase of mutual assessment for a probationary time. The Center reserves complete right not to admit a student after initial acceptance and the defined process of mutual assessment thereafter.

I understand and agree to the conditions of this Agreement for Training.

_____________________________________________________       ____________
Signature of SES (Print Name) Date

Site/Satellite Program Location: __________________________________________

________________________________________________             _____________
Signature of CCCG Director of Center for Chaplaincy & CPE Date
SUPERVISORY CPE SYLLABUS AND PROJECTED TIME TABLE

ACPE STANDARDS 308.9.2-308.9.6 AND 314-319

The Center is accredited by the Association for Clinical Pastoral Education (ACPE) to offer a program of Supervisory CPE. It offers a relational learning environment that fosters growth in four competence areas: clinical pastoral supervision, theories of supervision, practice of CPE supervision and CPE program design and implementation.

As you begin your supervisory education, you need to understand expected learning outcomes as well as the ACPE certification process. Your knowledge and understanding of the Supervisory CPE process is an important conceptual competence and your unit-to-unit learning covenants are designed in dialogue with the expected outcomes of Supervisory CPE.

As you begin this program, you must read and understand the following:

- The 2015 ACPE Standards
- The 2015 ACPE Accreditation Manual,
- The 2015 ACPE Certification Manual

The ACPE Manuals are available at ACPE.edu.

Supervisory Pre-Readiness Consultation.

Our decision to admit you as a Supervisory Education Student (SES) at our Center does not equal admission into the certification track as a Supervisory Candidate (SC). You will need to meet a non-voting, consulting regional ACPE readiness committee within six months of your admission into Supervisory CPE. During the pre-certification (readiness) phase, you may not supervise CPE students.

Candidacy

Candidacy status is determined in a second meeting with the Regional Certification Committee. Dates and times for regional ACPE Certification committee meetings are published in the regional ACPE newsletter or at SERACPE.com. The status of Supervisory Candidate has privileges and limitations you will need to identify and know.

Every 12 months of your training, the Center will review your functioning to renew and possibly revise your training contract.

The Center’s Supervisory CPE curriculum is based on current ACPE Standards and Accreditation stipulations. Its organization reflects several developmental phases described in the ACPE Certification Manual. Your experience in supervision will involve incremental movements from the role of observation, to observation-participation, co-supervision, division of individual supervision in a common group, and, finally, group and individual supervision of a unit of CPE Level I.

THE CENTER SYLLABUS INCLUDES FIVE CORE SEMINARS:

1. Weekly Case presentation/Video Seminars (Review of Competence)
   a. Readiness
i. Clinical Cases’s should demonstrate that you have substantial pastoral identity and competence, as well as congruence with your theology of spiritual care. a sense of pastoral authority, and emotional maturity to use the training process as education and not as therapy.

ii. current autobiographical statement about personal/cultural development, family background, educational and vocational history, religious/spiritual development and CPE experience, with particular articulation of strengths and weaknesses as a potential supervisor and motivation for entering supervisory education; showing your ability for self-revelation. This includes a description of how you have integrated your CPE experience.

iii. Group Observation Reflection paper

b. Candidacy

i. Personal History Paper (including self-awareness of how personal/cultural history shapes the practice of ministry, strength and weaknesses will impact the process of supervision, and religious development has been integrated with self-understanding; What venues of personal growth and personal integration have been helpful to you?

ii. Paper reflecting student’s Pilgrimage in CPE (demonstrating the evolution of personal and professional integration. Address self-understanding, awareness of learning issues and process of professional development. Illustrate specific learning experiences that inform current professional pastoral functioning and potential as a pastoral educator.

iii. A clinical presentation (Appendix 3) demonstrating ability to provide effective pastoral/spiritual care and to articulate pastoral and conceptual competence as indicated in Standards 404 and 405. And


2. Weekly Interpersonal Relationship Seminars (Integration of person, practice and theory)
3. Weekly: Individual Supervision
4. As needed: Theoretical/Paper writing Seminars
5. Monthly: Larger Interstate Supervisory Consultation group (Presentation of Cases/Theories/Certification Materials)

In addition to this overall syllabus, the Supervisory Students design their own particular curriculum, shaped collaboratively with one’s primary supervisor and made explicit in the unit-by-unit learning covenants.

Individual Learning Contract

This individual learning contract is part of your on-going self and supervisory evaluation. The overall curriculum and the individual learning contract strengthen each other.

All individual learning covenants should take into consideration:

All previous final evaluations;
Results of consultation or committee action reports;
Insight gained during Center’s admission processes;
Test results (personality tests, etc.);
Program bibliographies; and
Interactions/feedback from supervisory education peers.
The Six Competency Areas of Supervisory CPE are:

See 2015 ACPE Standards 315-319

Competency Area I: Competence as a pastoral supervisor Standard 315

Competency Area II: Competence in the theories of supervision Standard 316

Competency Area III: Competence in the practice of supervision: individual supervision Standard 317.1

Competency Area IV: Competence in the practice of supervision: group supervision Standard 317.2

Competency Area V: Competence in program design and implementation Standard 318

Competency Area VI: Competence in pastoral education Standard 319
CORE CURRICULUM FOR
SUPERVISORY EDUCATION
Core Curriculum (Admission – Associate Supervisor)

About a Core Curriculum

The following core curriculum is intended to capture the essential concepts and readings of ACPE’s supervisory education process. The ACPE Certification process suggests a developmental and integrative process for those entering into the study and practice of CPE Supervision, which is largely reflective of the subjective elements of a curriculum and of the training center and supervisor.

A core curriculum is intended to provide a structure and the basic elements that prompt the professional development of the student in supervisory education. The content areas identifiable in ACPE Standards taken together with the certification requirements, shape a progressive curriculum supportive of evolving conceptual competence, practice and integration. Certification review evaluates the supervisory student’s progress in relation to these requirements and to the expectations of each given stage of the certification process. Supervisory education curricula are based on:

ACPE Program Standards Section 308

The objectives and outcomes for Supervisory Education set forth in ACPE’s Objective and Outcome Standards Section 313 (curriculum) and 314 ff (Objectives and Outcomes)

The requirements for Certification as a CPE Supervisor as set forth in the ACPE Certification Manual
**Admission to Readiness**

To be found “ready” means you demonstrate considerable proficiency in self and interpersonal awareness, conceptual ability, pastoral functioning, administrative competency and sufficient ministry formation to show the potential for educating diverse others in CPE. You must demonstrate timely compliance with all written expectations required in the pre-certification process, including preparation for and meeting with a Regional consultation committee for formal assessment of your Readiness for Supervisory CPE.

**Assessment Focus:**

Level II Competencies
- Self-knowledge and self-awareness
- Effective pastoral functioning
- Integration of personal history and professional identity
- Theological depth
- Spiritual health
- Leadership capacities

**Curricular Focus:**

Area I: Competence as a pastoral supervisor Demonstration of Pastoral Care Competence
Area II: Competence in the theories of supervision

**Supervisory Competency Area:**

(Begin to read Module 1, see Modular Progression)

Area II: Competence in the theories of supervision Conceptual and Theoretical Foundations
- History of ACPE
- ACPE Standards
- Clinical method of learning
- Models of theological reflection

**Clinical and Supervisory Activity:**

1. Serve as chaplain in clinical areas and participate in the on-call rotation to broaden pastoral competence and address any deficiencies;
2. Participate in SES/SC curriculum groups (see Core Seminars above);
3. Participate in supervisory faculty meetings when indicated for educational purposes; and
4. Receive regular individual supervision.

**Core Reading:**

Capps, Donald, *Reframing: A New Method in Pastoral Care*
Clinebell, Robert, *Basic Types of Pastoral Care and Counseling*
Tasks and Required Documents to the Readiness Consultation:

Obtain ecclesiastical endorsement for supervisory training;

Read Certification Manual

Complete application steps for clinical membership in ACPE

Schedule through the regional certification chair a time to meet a readiness committee

Select theological resources for theology paper and prepare an outline.

Prepare and organize required graduate quality materials

1. Set up Readiness Consultation with Regional Certification Chair The applicant makes a written request to the Regional Certification Chair for the pre-certification consultation.

2. Prepare the papers required for the Regional ACPE Readiness committees which are found in the Certification Manual – Pre-certification Requirements:
   - A self-evaluation of your specific strengths and limitations as a potential supervisor, which includes your motivation for entering Supervisory CPE.
   - An explicit description of your anticipated CPE program. This paper is a collaborative effort with your training supervisor. It is a description of anticipated program of supervisory CPE; include the current learning contract and proposed curriculum and timetable moving toward certification, prepared jointly with supervisor;
   - A clinical case/verbatim presentation demonstrating that you have substantial pastoral identity and competence, as well as congruence with your theology of spiritual care.
   - Current statement about personal/cultural development, family background, educational and vocational history, religious/spiritual development and CPE experience, with particular articulation of strengths and weaknesses as a potential supervisor and motivation for entering supervisory education;
   - Paper articulating student’s theological position that undergirds the student’s practice of spiritual care;
From Readiness Consultation to Pre- Candidacy

After Readiness is confirmed, the focus of training is growth and development required for meeting an initial voting certification committee to request the status of Supervisory Candidate. The committee examines the student for professional maturity, pastoral competence, and pastoral, conceptual, and supervisory potential.

Assessment Focus:

Standard 315
Pastoral identity
Personal authority
Articulation of CPE methodology and outcomes
Developing identity as pastoral educator
Theological breadth
Congruence of theology and practice
Personal religious/ethical/cultural perspectives and interests

Curricular Focus:

Area I: Competence as a pastoral supervisor Articulation and Demonstration of Pastoral Care Competence Theology of spiritual care with emphasis on: Integration of theology and spirituality, Contemporary theologies

Area II: Competence in the theories of supervision Development of Conceptual and Theoretical Foundations for Pastoral Supervision

Introduction to the practice of supervision through reading, observation and preparation of candidacy application.

How personal cultural history shapes the practice of ministry with emphasis on: Cultural sensitivity

Supervisory Competency Area:

(Continue to read Module 1 and begin to read Modules 2-3,)

Area II: Competence in the theories of supervision
a) Impact of the peer group on individual learning;
b) Principles of organizational and program development;
c) Survey of selected theories of human personality development;
d) Survey of selected theories of adult learning and education.
e) Survey of the theories of supervision with emphasis on: The supervisory relationship
f) Review of behavioral and social sciences as applied to pastoral function will emphasis on: Psycho-dynamic theory development, Systems theory
Clinical and Supervisory Activity:

1. Participate in admission interviews;
2. Observe supervision
3. Discuss observations as relates to theory and practice
4. Begin co-supervision as ready
5. Serve as course assistant with an extended CPE Level I student group, including observation and reflection on group process;
6. Participate in leadership and/or management training in assigned site (if available); and
7. Participate in pastoral care department leadership functions.
8. Participating in group meetings with the training supervisor;
9. Planning and leading didactics;
10. Organizing and implementing orientation, on-call schedules and clinical assignment of CPE Level I students.

Core Reading:
Becker, Ernst,  The Denial of Death
Belenky et al, Women’s Ways of Knowing: The Development of Self, Voice and Mind
Chitester, Joan,  Scarred by Struggle, Transformed by Hope
Friedman, Edwin,  Generation to Generation: Family Process in Church and Synagogue
Hall, Douglas John,  God and Human Suffering
Kegan Robert,  The Evolving Self
Mueller & Kell,  Coping with Conflict
Palmer, Parker,  To Know as We are Known: Education as a Spiritual Journey
Schon, Donald A.  The Reflective Practitioner and Educating the Reflective Practitioner

Tasks Pre-Candidacy:
Master applicable section of Certification Manual
Prepare and organize required graduate quality materials
Plan to Schedule Certification Committee appearance for Candidacy with SERACPE
Meet to demonstrate competency to be certified a Candidate
Toward Candidacy

Assessment Focus:

Area I: Competence in Pastoral Supervision - accurately use theological language that brings useful perspective to the student’s pastoral relationships, Articulation of one’s strengths and weaknesses, how these are related to major events of personal history, and how they may affect supervisory functioning

Educational Focus:

Area II: Competence in the theories of supervision Continue Development of Conceptual and Theoretical Foundations for Pastoral Supervision

Area V: Competence in program design and implementation, CPE Program Planning and Management, creativity, flexibility and imagination in pastoral ministry functioning

Supervisory Competency Areas:

(Begin and continue to read Module 2-4, and add personalized readings)

Area II: Competence in the theories of supervision: Continue survey of personality theory, educational theory and theologians

Area V: Competence in program design and

a) Curriculum design
   • Use of verbatim and other clinical ministry reports;
   • Use of process notes and reflection papers;
   • Use of interdisciplinary resources;
   • Developing a reading list;
   • Supervision of ritual ministry and worship leadership;
   • Multi-media and community resources for curriculum.

b) Assessment and Evaluation
   • Learning styles and readiness;
   • Admissions interviews and report; and
   • Assessment of student readiness for CPE and selection of students for a group.

Certification Process:

1. Address issues or areas of concern raised in readiness; and
2. Prepare materials for meeting SERACPE Certification Committee to request Supervisory Candidate status (including theological theory paper).

The materials required to meet with the Candidacy Certification Committee are found in the ACPE Certification Manuel Supervisory Candidate Committee Review
section. All materials should be of post-graduate quality, show congruence and integration, and demonstrate increasing intra- and interpersonal competency.

In these papers and in your ways of relating you need to demonstrate increasing ability to be “present with yourself” and articulate genuinely your unique competency in the areas of pastoral, theoretical and personal functioning and relating. How you manage your anxiety and possible conflict during the learning process and when meeting the committee are important. Your ability to stay present with your own anxiety and with conflict will cultivate your ability to be ever more “present” pastorally and educationally, specifically in meeting with certification committees. In this phase you will pay academic and theoretical attention to pastoral and theological aspects of ministry and CPE as education for ministry. Your theological position paper is the first of three theory papers that demonstrates your theological foundation and competency.

a) **Personal History Paper** (including self-awareness of how personal/cultural history shapes the practice of ministry, strength and weaknesses will impact the process of supervision, and religious development has been integrated with self-understanding; What venues of personal growth and personal integration have been helpful to you?

b) **Paper reflecting student’s Pilgrimage in CPE** (demonstrating the evolution of personal and professional integration. Address self-understanding, awareness of learning issues and process of professional development. Illustrate specific learning experiences that inform current professional pastoral functioning and potential as a pastoral educator.

c) **A clinical presentation** (Appendix 3) demonstrating ability to provide effective pastoral/spiritual care and to articulate pastoral and conceptual competence as indicated in Standards 404 and 405. And

d) **Your Theology/Spiritual Perspective Theory Position Paper.** Student must submit the Theology/Spiritual Perspective Theory Position Paper to the Candidacy Committee for consultation at this time. (See Theory Papers).

e) Learning contract signed by the student and supervisor, outlining learning objectives and curriculum items that comprise Supervisory CPE.
Candidacy Confirmed

Educational Focus:

Area V: Competence in program design and implementation; CPE program planning and management

Area III: Competence in the practice of supervision: individual supervision; The learning alliance and individual student process

Area IV: Competence in the practice of supervision: group supervision; CPE group process

Supervisory Competency Areas:

(Continue to read Modules 2-4, Appendix 3 this section and add personalized readings)

Area V: Competence in program design and implementation

a) Curriculum Design
   • Use of theological reflection; and
   • Use of self in supervision.

b) Assessment and Evaluation
   • Learning covenants/contracts;
   • Student evaluations; and
   • Program Management: The Clinical Rhombus (Eckstein & Wallerstein).

Area III: Competence in the practice of supervision: individual supervision

Competence in CPE Individual Supervision

   • Establishing a supervisory alliance;
   • Transference and counter transference;
   • Anxiety and learning;
   • Resistance and impasse;
   • Parallel process; and
   • Use of clinical materials.

Area IV: Competence in the practice of supervision: group supervision

   • Survey of group theories;
   • Stages, tasks, and goals of group life;
   • Forming a peer group; and
   • Group leadership issues and skills.

Clinical and Supervisory Activity:

1. Plan and supervise an extended intern group under close supervision;
2. Participate in leadership and/or management training opportunities at the assigned site; and
3. Clinical responsibilities may be modified in light of increased supervisory responsibilities.
Certification Process:

1. Select personality and educational theorists and outline theory papers.

Technically, after achieving certification as a Supervisory Candidate, you are considered ready to begin supervising students in existing CPE (Level I/Level II) programs.

Supervisory training beyond certification as a Supervisory Candidate (SC) entails several areas of concentration. One of the major tasks is to draft and complete your position papers (Personality Theory, Educational Theory, Theology/Spiritual Perspective Theory position papers). Ideally your theoretical position papers originate in sync with your personal history paper and your growing self-understanding. Often the papers of SCs who choose to integrate their personal psychotherapy or counseling are more successful and enriched. You need to demonstrate a mastery of the materials you draw upon – and make a convincing case for “why” you supervise students the way you do and how you develop a comprehensive curriculum for a unit of CPE Level I. Your position papers will reflect your uniqueness as an educator and demonstrate in all three areas (theology/spirituality, personality and educational theory) “why you do what you do.”

Writing your position papers is an integral part of the on-going process of assessing and supervising CPE students and preparing and conducting CPE Level I units. You will increasingly become part of the Center’s processes and decision making in recruitment and student selection. You will be part of admission interviews and write admission interview summaries. You will learn about curriculum design, including the goals, selection and use of various clinical methods.

You will learn about educational assessment and supervisory strategies (e.g. determination of clinical placement, negotiation and use of learning covenants, assessing and evaluating students with respect to diversity (e.g. in culture, learning style, faith group, gender, readiness etc.) and the differences between individual and group supervision. You will also learn about program management as you engage in program orientation, use of the Student Handbook, and understanding and use of program policies and procedures, etc.

Between the time you are certified as Supervisory Candidate and until you become an Associate Supervisor, you will be required to regularly present examples of your supervisory work in peer seminars and in individual supervision (e.g. narrative, written and video-tape). You will continuously work on the integration of theory and practice. You will reflect on your supervisory intentionality and how you are actively examining your effectiveness in supervising students. Your emerging competence as a pastoral educator will be the focus as you engage in the different Center seminars.

Both you and your educational supervisor will also pay close attention to your emerging competence in individual and group supervision. You will have weekly individual supervision and bi-monthly case presentation/video seminars. You will explore different theories in frequent paper writing seminars. In bi-monthly interpersonal relationship seminars, you will get a chance to work with your Center peers and supervisor(s) on interpersonal communication skills, conflict resolution and integration of your personhood with your developing supervisory practice and theory.
Toward Associate Supervisor – writing papers

Assessment Focus:
Critical Purchase of:

- Learning Theories
- Personality Development
- Cultural Competence

Skill Development in Education and Group Facilitation
Development of Position Papers

Educational Focus:
Initial practice of supervision accompanied by research and development of position papers

Content Topics:
Theoretical understanding of teaching/learning process in supervision with emphasis on experience and process-based learning theories such as:

- Transformative Education
- Congruence of Theory and Practice
- Empowerment of the Student
- Personality theory as it informs supervisory practice with emphasis on:
  - Self-psychology; Object relations; Developmental theories
  - Parallel process in education

Practice Level:
Plan and supervise under supervision a part-time extended intern group.
Individual and group supervision under direct supervision
Reflection upon and discussion of evolving supervisory practice and learning issues

Core Reading:
Theology:

- Augsburger, David, Pastoral Counseling Across Cultures
- Glaz & Moessner, Women in Travail and Transitions: A New Pastoral Care
- Marty & Peerman, A Handbook of Christian Theologians
Personality Development:
  Cloninger, Susan, *Theories of Personality: Understanding Persons*
  Langs, Robert, *Unconscious Communication in Everyday Life*
  MacKinon & Michels, *The Psychiatric Interview in Clinical Practice*
  Maddi, Salvatore, *Personality Theories: a Comparative Analysis*

Education and Supervision:
  Corey, Gerald, *Theory and Practice of Counseling and Psychotherapy*
  DeLong et al, *Courageous Conversations: The Teaching and Learning of Pastoral Supervision*
  Eckstein & Wallerstein, *The Teaching and Learning of Psychotherapy*
  Estadt, Barry, *The Art of Clinical Supervision*
  Frawley-O’Dea & Sarnt, *The Supervisory Relationship: A Contemporary Psychodynamic Approach*
  Hawkins & Shohet, *Supervision in the Helping Professions*
  Hemenway, Joan, *Inside the Circle*
  Jacobs, David & Meyer, *The Supervisory Encounter*
  Mezirow et al, *Learning as Transformation: Critical Perspectives on a Theory in Progress*

**Tasks Pre-Associate:**
Master applicable section of the Certification Manual
Schedule supervisory cycle as appropriate: observer-participant, co-supervision, independent supervisor
Critically purchase, author and submit theoretical papers: theology, personality, education
Independently design and supervise a Unit of CPE
Author, assemble and submit, by deadline, all documentation and materials to Certification Commission
Declare to meet Certification Commission to request Associate Supervisor Status
Write theory papers and submit to SC groups and supervisory faculty for consultation.
Phase Three: Toward Associate – Papers have passed

Educational Focus:
Articulation and demonstration of integration of supervisory theory and practice.
Presentation of supervisory competence.

Supervisory Competency Area
Area VI: Competence in pastoral education Competence as a Pastoral Educator
  • Power, authority and boundaries;
  • Professional ethics;
  • Education vs. therapy: making referrals for therapeutic work;
  • Use of consultation and peer review.
Area VI: Competence in pastoral education Competence as a Pastoral Educator
  • Learning to articulate and demonstrate competence in CPE supervisory work; and
  • Professional development strategies.

Clinical and Supervisory Activity:
Plan and supervise under supervision a CPE group that will be used to present for Associate

Certification Process:
  • Consultation with the Center supervisory faculty: readiness for Associate Supervisor status; and
  • Meet Certification Committee to request Associate Supervisor.
From Associate to ACPE Supervisor

(this section is included, even though it follows Certification as an Associate Supervisory, to assist the supervisor and any consultants in assessing readiness to meet the Certification Commission for ACPE Supervisor.)

Assessment Focus:
Self supervision
Group theory
Program management and administration

Content Topics:
Use of self
Inter-subjectivity
Narrative theory
Organizational leadership

Educational Focus:
Area II Competence in the theories of supervision
Area III: Competence in the practice of supervision: individual supervision
Area IV: Competence in the practice of supervision: group supervision
Area V: Competence in program design and implementation Supervisory Program Competence

Supervisory Competency Areas
(Continue to read Modules 2-4, Appendix 3 this section and add personalized readings)

Area V: Competence in program design and implementation
- Assessing compliance with ACPE Accreditation Program Standards;
- Integration of CPE within the institutional setting;
- Disciplinary actions, dismissal or withdrawal of students.

Area III: Competence in the practice of supervision: individual supervision
- Adapting supervisory practice to individual student needs;
- Gender, cross-cultural, and sexuality issues in the supervisory relationship;
- Closure in supervisory relationships.

Area IV: Competence in the practice of supervision: group supervision
- Managing cultural and theological diversity;
- Dynamics of group closure.
Core Reading:

Armstrong, Thomas, *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*

Bion, W.R., *Experiences in Groups*

Bohn, Carole, *Therapeutic Practice in a Cross-Cultural World: Theological, Psychological & Ethical Issues*

Cooper-White, Pamela, *Shared Wisdom: Use of Self in Pastoral Care and Counseling*

Corey & Corey, *Groups: Process and Practice*

Gilbert, Roberta, *Extraordinary Leadership*

Merriam, Sharan, *The New Update on Adult Learning Theory*

Palmer, Parker, *The Courage to Teach: Exploring the Inner Landscape to a Teacher’s Life*

Senge, Peter, *The Fifth Discipline: The Art and Practice of the Learning Organization*

Stark, Martha, *Modes of Therapeutic Action: Enhancement of Knowledge, Provision of Experience, and Engagement in Relationship*

White & Epson, *Narrative Means to Therapeutic Ends*

Yalom, Irvin D., *The Theory and Practice of Group Psychotherapy*

Practice Level:

Independent group and individual supervision

Curriculum design and implementation

Tasks:

Master applicable section of Certification Manual

Use focused consultation to address any notations

Prepare, assemble, organize and submit, by deadline, required materials of graduate quality

Schedule a committee appearance to request Certification as ACPE Supervisor

File Presenter and Committee Action Reports

Certification Process:

Develop plan in consultation with Center Supervisors and Certification Committee to address any issues or notations; and
Guidelines for SES/SC Group Observation Reflection Paper

The reflection papers that arise out of your observation of intern groups can be focused a number of ways:

1. An issue that is raised for you personally, professionally, educationally, theologically, etc. that you want to explore and receive feedback on.

2. What are you noticing about yourself while observing? What is getting stirred up inside you? How might this impact the way you would relate and supervise the students?

3. Track the interactions in the group between students and between students and supervisor. What patterns do you observe? What can you surmise from your tracking? What stage of group development is the group demonstrating and why? What interventions did the supervisor employ?

4. Pay attention to the roles you see demonstrated in the group. How do these different roles impact the group process and help and/or hinder the development of the group? What do these various roles tell you about how the group is dealing with anxiety – individually and as a group? How does the supervisor make use, or not, of the roles?

5. Pay attention to the stages of group development. At each different stage, how is the group dealing with anxiety? What is unique about each stage and what shifts in the life of the group?

6. Focus on the level of anxiety in the group. How is it being contained? How is the group responding/reacting to anxiety? How is the supervisor monitoring the anxiety? How are you experiencing and monitoring your own anxiety?

7. What in your reading helps you to understand theoretically what you are reflecting on?

Allow yourself to be creative and open in reflecting on the process. Please make a copy for each member of the SES/SC group.
Modular Progression Syllabus
Module 1 – CPE Form, Function and Context

By the end of this module the Supervisory Education Student will be able to coherently articulate the history, structure, and standards of CPE and place it within the context of ministry in the church and theological education, as demonstrated by a written paper and/or didactic presentation for CPE groups on the subject.

Suggested Readings
Accreditation of CPE Programs: CPE and Supervisory CPE, 2015 ACPE Accreditation Manual
Administrative Philosophy and Institutional Mission, the Center’s Master Student Handbook
Certification Process: Candidate, Associate, Supervisor, 2015 ACPE Certification Manual
ACPE Code of Professional Ethics, The Manual of the Professional Ethics Commission, ACPE
Procedures for Complaints, The Center’s Master Student Handbook
Module 2 – Theology

By the end of this module the Supervisory Education Student will be able to coherently articulate her/his own theology of CPE and CPE supervision, document its sources, and compare and contrast it critically with other theologies of CPE supervision, as demonstrated by a formal paper and a didactic presentation for CPE groups on the subject.

Barry, Williams A. SJ. Spiritual Direction and the Encounter with God: A Theological Inquiry, 2005
Browning, Don Atonement and Psychotherapy, 1966; Religious Ethics and Pastoral Care, 1983
Gerkin, Charles. The Living Human Document: Re-visioning Pastoral Counseling in a Hermeneutical Mode, 1984
Hunter, Rodney & Ramsey, Nancy (eds). Dictionary of Pastoral Care and Counseling, 2005
Messer, Donald E. Contemporary Images of Christian Ministry, 1989
Moltmann, Jurgen. The Crucified God: The Cross of Christ As the Foundation and Criticism of Christian Theology, 1993;Theology of Play, 1992
Oglesby, William. Biblical Themes for Pastoral Care, 1980
Patton, John. From Ministry to Theology: Pastoral Action and Reflection, 1995
Peterson, Eugene II. Working the Angles: the Shape of Pastoral Integrity . 1987
Williams, Delores S. Sisters in the Wilderness: The Challenge of Womanist God-Talk, 1995

TOPICS
Module 3 – Personality Theory

By the end of this module the Supervisory Education Student will be able to coherently articulate his/her own personality theory, demonstrate its epistemological assumptions and implications, document its sources and compare and contrast it critically with other personality theories studies, as demonstrated by a formal paper and a didactic presentation for CPE groups on the subject.


Bellah, Robert N. Habits of the Heart: Individualism and Commitment in American Life, 2007

Belenky, et. al. Women’s Ways of Knowing, 1997

Bion, W.R., Experiences in Groups


Bowen, Murray Family Therapy in Clinical Practice, 1978

Briggs, Isabel Myers. Gifts Differing, 1995

Cloninger, Susan, Theories of Personality: Understanding Persons


Frankl, Viktor E. Man’s Search for Meaning: An Introduction to Logotherapy, 1963

Fried, Edrita The Courage to Change, 1980


Gilligan, Carol In a Different Voice, 1993

Glaz, Maxine & J. S. Moessner. Women in Travail and Transition: A New Pastoral Care, 2000

Greenspan, Miriam Healing Through the Dark Emotions 2004

Helminiak, Daniel. The Human Core of Spirituality: Mind as Psyche and Spirit, 1996

Kaufmann, Gersheen The Psychology of Shame, 1989

Langs, Robert, Unconscious Communication in Everyday Life

MacKinon & Michels, The Psychiatric Interview in Clinical Practice

Maddi, Salvatore. Theories of Personality, 2001

Marguilises, Alfred. The Empathetic Imagination, 1989

May, Rollo. The Discovery of Being, 1994

Prochaska, James O. Systems of Psychotherapy: A Transtheoretical Analysis, 2009
Introduction to Internal Family Systems, 2001
Wolff-Salin, Mary. No Other Light: Points of Convergence in Psychology and Spirituality, 1989

TOPICS
Fulfillment Theorists on Personality Development
Family Systems Theory and Individual Development
Gender Differences in Personality Development
Overview and Comparison of Personality Theories
Personality Disorders
Module 4 – Educational Theory

By the end of this module the Supervisory Education Student will be able to coherently articulate his/her own theory of CPE supervision, document its sources, and compare and contrast it critically with the other theories studies, as demonstrated by a formal paper and a didactic presentation for CPE groups on the subject.

Brookfield, Stephen. Becoming a Critically Reflective Teacher, 1995
Cooper-White, Pamela, Shared Wisdom, 2004
DeLong William, Courageous Conversations: The Teaching and Learning of Pastoral Supervision, 2009
Ekstein, Rudolf & Wallerstein, Robert S. The Teaching and Learning of Psychotherapy, 1959
Estadt, Barry K., Compton, John R. & Blanchette, Melviin C. (eds) The Art of Clinical Supervision: A Pastoral Care Perspective, 2005
Frawley-O’Dea & Sarnat, The Supervisory Relationship: A Contemporary Psychodynamic Approach
Freire, Paule. Pedagogy of the Oppressed, 1970
Hawkins & Shohet, Supervision in the Helping Professions
Hemenway, Joan. Inside the Circle, 1996
Kegan and Lahey Immunity to Change, 2009
Kegan, In Over our Heads: The Mental demands of modern life. 1995
Knowles, Malcolm. The Adult Learner: A Neglected Species; Self-Directed Learning, 2005
Meyer, David and Jacobs, The Supervisory Encounter, 2007
Mezirow et al, Learning as Transformation: Critical Perspectives on a Theory in Progress
Palmer, Parker. The Courage to Teach, 2007
Palmer, Parker. To Know as We are Known: A Spirituality for Education, 1993
Pohly, Kenneth. Pastoral Supervision, 1997
Rogers, Carl. Freedom to Learn, 1964
Schon, Donald. Educating the Reflective Practitioner, 1990
Steere, David (ed). The Supervision of Pastoral Care, 2002
Yalom, Irvin. The Theory and Practice of Group Psychotherapy, Inpatient Group Psychotherapy, 1985
Topics
Congruence between Theory Function and Personal Style
Cross-cultural Issues in Supervision
Dynamics of the Supervisory Relationships:  Transference and Counter Transference
Education vs. Personal Growth, Supervision vs. Therapy
Ethical Issues in Supervision
Evaluation in CPE Supervision
Gender Issues in Supervision
Group Supervision and Group Process (include stages in group development)
Learning Problems and Problems about Learning
Parallel Process and Isomorphism
Quality Assurance, Institutional Service Needs, and Student Learning Needs
Self-Directed Learning:  Goals, Contracts, Initiative, Resources
Student Learning Styles and Learning Theories
Supervisory Impasses and Resistance
Supervisory Modeling:  Use of Self and Personal History in Supervision
Teaching and Learning, Training and Education in CPE Supervision
Theological Reflection:  Its Role and Practice in CPE
The Clinical Rhombus:  Context, Climate, and Pastoral Administration in CPE Supervision
The Goals of CPE Supervision
Use of Anxiety in Supervision
The Use of Clinical Assignment and Cross-gain experience
Transference and Countertransference in the Supervisory Relationship
Forms

Consent Form – ACPE Appendix 5

Center CPE Program Evaluation ACPE Standard 308.6.5

ACPE Standard 308.6.5 program evaluation by the students.

This evaluation provides your supervisor, the Center for Chaplaincy and CPE at Care and Counseling Center of Georgia and ACPE a way to know about your experience in CPE and it assists them in their on-going quality assurance/improvement processes. Please complete and give this form to your supervisor or designated individual after you have received your supervisor’s evaluation. Thank you for responding.

Dates of CPE Unit_____________________________________________________

Site/Satellite Program Location_____________________________________

Primary supervisor’s name__________________________________________

If you were supervised by a Supervisory Candidate, please give that person’s name
______________________________________________________________

Number of units of ACPE accredited CPE now completed ___1 ___2 ___3 ___4 ___5 or more

Did you take this unit for academic credit? _____Yes _____No

Did you take this unit as a requirement for ordination? _____Yes _____No

1 very negative; 2 - somewhat negative; 3 positive; 4 very positive; N/A - not applicable.

PERSONAL LEARNING / MINISTRY DEVELOPMENT

This unit of CPE provided me opportunity to:

Further develop my personal and pastoral identity. 1 2 3 4 N/A

Develop self-knowledge that improved my pastoral function. 1 2 3 4 N/A

Increase my awareness of how my ministry impacts people. 1 2 3 4 N/A

Develop my ability to use my theology in pastoral ministry. 1 2 3 4 N/A

Develop the ability to think theologically about my experience. 1 2 3 4 N/A

Develop pastoral skills in crisis intervention. 1 2 3 4 N/A

Develop pastoral skills in initial pastoral visitation. 1 2 3 4 N/A

Develop pastoral skills with diverse faith groups. 1 2 3 4 N/A

Develop my capacity to minister professionally in a variety of functions,
e.g., preaching, teaching, administration, and brief counseling.  
10. Learn to use the clinical method of learning.  
11. Foster my ability to evaluate my own ministry.  
12. Make pastoral use of my religious heritage.  
14. Become more aware of how organizational structure and social conditions affect the lives of others and myself.  

THE CPE PROGRAM  
15. Orientation to CPE was helpful.  
16. Orientation to my pastoral care responsibilities was sufficient.  
17. Student handbook was an effective guide to the CPE program.  
18. Provided sufficient access to library resources.  
19. Dealt with sufficient didactic material to contribute to my conceptual framework for the practice of ministry.  
20. Was open to diversity.  
21. Was accepted within the institution and integrated with services.  
22. Provided opportunities for interdisciplinary team functioning.  
23. Used interdisciplinary instructional resources.  
24. Adequately mixed the practice of ministry with didactic/other learning opportunities.  
25. Provided peer group experiences that helped me learn about myself in ministry.  
26. Influenced the direction of my ministry.  
27. Offered opportunities to pursue theory and practice of a pastoral specialty.  

QUALITY OF SUPERVISION  
28. Individual supervision was effective for me in this unit of CPE.  
29. Group supervision was effective for me in this unit of CPE.  
30. My supervisor assisted my pastoral function and reflection.  
31. My supervisor helped me use the teaching/learning contract effectively.  
32. My supervisor's behavior was professional at all times.  
33. Using a separate sheet, comment about your supervisor's strengths and weaknesses as a pastoral educator, based on your experience in this program. Add any additional comments about your supervisor, the program unit and/or your experience in the program.
Leave Request

NAME:

DURATION:

Leave Request

_________________________ ____________________________
(Specify in days, weeks, or months)

LEAVE START DATE:

LEAVE ENDING DATE:

I am requesting leave for the following reason(s): [specify]

___ Vacation
___ Sick leave (illness or injury)
___ Jury or witness duty
___ Bereavement
___ Other [specify]

Date:_________ Employee Signature ______________________
Date:_________ Site Supervisor Signature_________________
Date:_________ CPE Director ____________________________
Date:_________ CEO ________________________________