

# The NSW College of Clinical Pastoral Education

## HANDBOOK

## Acknowledgments.

This handbook is the result of a cooperative effort of many people and we gratefully acknowledge their part in its development. It is not presented as a final and complete document as there will inevitably be many faults that will need to be corrected.

After the experience of review committees organised at the ANZACPE Conference the NSWCCPE Inc's Executive Committee decided that the New South Wales procedures should be changed. It believed that NSW applicants should not be disadvantaged by the confusion that arises from our different system of accreditation. Accordingly, the Executive Committee asked for permission to use ASPEA's Standard to guide our rewriting. This permission was graciously given and we gratefully acknowledge their willingness to assist us in this respect. It is hoped that the changes to our procedures will lead to less confusion on the one hand and help our applicants for accreditation on the other.

This handbook differs from its predecessor in many ways. It includes standards and guidelines as well as outcomes. A Code of Ethics and a Complaints Procedure have been added.

Revised Jan 2014

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# The NSW College of Clinical Pastoral Education

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

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

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

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

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

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

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

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

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

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

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

## Accreditation of Supervisors

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

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

Supervisors - fully accredited CPE Supervisors who have completed the requirements of the Council.

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

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

In 1996 the Council determined that because NSW applicants for accreditation at ANZACPE were having difficulty, the NSW process for accreditation should be changed to be similar to the Association for Supervised Education in Australia in Victoria. This rewrite was completed in

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1998. At the same time, the names for the three levels of supervisory accreditation were changed to the developing terminology within ANZACPE, the names being Level I, Level II and Level III Supervisor.

## 2. Definitions

**Accreditation.** Accreditation is the official recognition by the NSWCCPE Inc. that an applicant has satisfied a Review Committee that they have met the requirements of the NSWCCPE Inc as specified in this handbook, and are authorised to function within a NSWCCPE Inc approved CPE Program.

**Aim.** Aims are directed towards the goal, the ultimate aim equals the goal.

**Centre.** A CPE Centre is an entity registered by the NSWCCPE Inc to provide or coordinate (either directly or by contract) CPE training Programs.

**Centre Director.** A Centre Director is a Level II or Level III Supervisor authorised by the NSWCCPE Inc. to plan, organise and lead CPE Programs within a Centre registered by the NSWCCPE Inc.

**Clinical Pastoral Education .** Clinical Pastoral Education (CPE) is training for pastoral ministry which involves the development of personal, professional and pastoral identity. CPE takes place in a setting where the trainee exercises a pastoral ministry, which becomes the focus for learning. The trainee contracts with an accredited Supervisor to enter a self directed learning process involving an action/reflection model. Supervision takes place both individually and in small groups.

**New South Wales College of Clinical Pastoral Education Inc.** The NSWCCPE Inc is an ecumenical association incorporated under the Associations' Incorporation Act of NSW and oversees the work of CPE in NSW.

**Curriculum.** A curriculum is the content and process of a course of study.

**Friend of the Centre.** A Friend of the Centre is a member of the registration review committee who is sympathetic towards and has an understanding of the work of the Centre.

**Objectives.** Objectives are the strategies for the achievement of the goal.

**Goal.** A goal is the end result.

**Program.** A Program is the plan of the course of study.

**Registered Centre.** A registered centre is an appropriate location for the conduct of CPE Programs, which are recognised and registered by NSWCCPE Inc., and which operates according to NSWCCPE Inc's standards and guidelines.

**Registration.** Registration is the process by which a Centre is assessed and authorised to function within the guidelines laid down by NSWCCPE Inc

**Review Committee.** A Review Committee is a specifically appointed committee involved in the process of –

- Registration of Centres (appointed by and reporting back to the Executive Committee of the NSWCCPE Inc) or
- accreditation of Level I and Level III supervisors (organised by the Accreditation Convener in consultation with the applicant and reporting back to the Executive Committee through the Accreditation Convener).

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- accreditation of Level II supervisors is according to the ANZACPE manual.

**Supervision.** Supervision refers to an educational process based on a relationship between supervisor and trainees in which trainees are helped to reflect on their own experiences, both individually and in small groups, in order to achieve greater awareness of and sensitivity to their client's, patient's or parishioner's needs, and to develop their own personal, professional pastoral identity and functioning.

**Supervisors.** Supervisors are people accredited by the NSWCCPE Inc. after having been assessed as possessing the qualifications, abilities and training to supervise. There are three levels of Supervisors –

**Level I Supervisor.** A Level I Supervisor is a person who is accredited by the NSWCCPE Inc. to conduct Introductory CPE and to provide supervision for Basic Trainees under the authority of a Level II Supervisor or a Level III Supervisor.

**Level II Supervisor.** A Level II Supervisor is a person who is accredited by the NSWCCPE Inc. according to the Australia and New Zealand Association for CPE Standard (ANZACPE Standard) to conduct Introductory, Basic and Advanced CPE programs and may be appointed as a Centre Director. Level II Supervisors are not accredited to provide training in supervision.

**Level III Supervisor.** A Level III Supervisor is a person who is accredited by the NSWCCPE Inc. to conduct Introductory, Basic, Advanced and Supervisory CPE programs and may be appointed as a Centre Director.

All accredited supervisors and those permitted to act as Supervisors shall be attached to a Clinical Pastoral Education Centre and be responsible to the Centre Director. Supervisors not employed by a Centre may work in another Centre by agreement.

**Supervisor's Professional Development Days.** Three Professional Development Days are held annually to provide an opportunity for continued learning and growth. Attendance is voluntary and is open to Acting Level I Supervisors, Level I Supervisors Acting Level II Supervisors, Level II Supervisors, Acting Level III Supervisors and Level III Supervisors.

**Trainee.** A trainee is a participant in a CPE program being run by an accredited CPE Supervisor.

**Training.** There are four levels of training offered by NSWCCPE Inc:-

**Introductory CPE.** Introductory CPE is usually part time and less than one Unit duration; it provides a structure for personal, professional and pastoral development, together with an initial experience of integrating theology with actual practice of ministry.

**Basic CPE.** Basic CPE refers to a program, which provides trainees with the fundamentals of the supervised clinical method of learning in ministry.

**Advanced CPE.** Advanced CPE refers to either:

- a program in which all trainees have satisfactorily completed at least one Basic Unit or its equivalent, or:
- where a trainee has met the objectives of an Advanced Unit.

**Supervisory CPE.** Supervisory CPE refers to a program designed to educate people in the theory and practice of Pastoral Supervision in CPE and to assist them achieve competence in functioning as supervisors.

Supervisory CPE There are four Supervisory Units:

- Introduction to Supervisory Practice (including 64 hours of group work and 20 hours of individual supervision)
- Educational Theory and Practice in Pastoral Supervision (32 hours of group work and 10 hours of individual Supervision)
- Theological Reflection in Supervision (32 hours of group work and 10 hours of individual Supervision)
- Advanced Supervisory Practice (including 64 hours of group work and 20 hours of individual supervision)

**Unit.** A Unit of CPE must include at least:-

- A minimum of 10 hours Individual Supervision provided by an accredited supervisor, and;
- A minimum of 80 hours of Group Supervision provided by an accredited supervisor. Normally there will be 4-6 trainees in a group, and;
- A minimum of 150 hours of pastoral ministry, and;
- 160 hours for personal reading and written reflection.
- A minimum of ten (10) weeks or a maximum of forty four (44) weeks duration.
- A minimum total hours four hundred (400) hours.

### 3. Introductory CPE

This 40 hour course seeks to introduce students to the role and practice of Pastoral Care.

#### Outcomes

At the end of the course students will be able to

1. Identify the scope and boundaries of the Pastoral Role
2. Define the role of Pastoral Care
3. Demonstrate a capacity for reflective pastoral practice
4. Articulate their motivation as Pastoral Carers
5. Demonstrate an awareness of how they relate with others
6. Begin the process of reflecting theologically

#### Essential elements

- 40 hours face to face group work/didactic presentations
- Peer group (minimum group of 6 participants)

## Core Content

- Introduction to the Action/Reflection model of learning
- What is Pastoral Care
- Pastoral Identity
- Listening and responding skills
- Empathy
- Self care
- Grief and Loss
- Theological Reflection
- Scope of the Pastoral Role including boundaries, confidentiality and privacy.

## Optional Content Areas

Depending on the particular needs of the participants the program may also include:

- Understanding dementia
- Mental health
- Cultural diversity
- Ageing process
- Drug and Alcohol
- Place of liturgy and ritual
- Spirituality

## Assessment

Students must demonstrate successful achievement of the course unit outcomes through a multi-choice assessment tool.

## Quality and Compliance

Course Unit Timetables/program must be submitted to the College office no later than the 31<sup>st</sup> January of each year, for review by the Professional Standards Committee.

## 4. Standards and Objectives CPE

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

The essential elements of CPE include:

- a specific time period
- the actual practice of ministry to people
- detailed reporting and evaluation of that practice
- theological reflection

- individual and group supervision
- an individual contract for learning
- a process concept of learning
- a theoretical perspective on elements of the program
- a small group of peers in a common learning experience
- a qualified and accredited supervisor

## The Model of Learning.

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

The Method involves a process of supervised action/reflection where trainees:

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

## 4.1 Basic Units of CPE .

### 4.1.1 Standard

A Basic Unit of CPE is a Program of (400 hours) duration, full time or its part-time equivalent.

### 4.1.2 Minimum requirements include -

- 4.1.2.1 An Accredited Supervisor provides individual ten (10) hours and group eighty (80) hours supervision to trainees (normally 4-6 trainees in one group).
- 4.1.2.2 Each trainee participates in at least 150 hours of pastoral ministry.
- 4.1.2.3 Sixty hours within the total of four hundred (400) hours are allocated for personal reading and written reflection.
- 4.1.2.4 Each course can be completed over a minimum of ten (10) weeks or a maximum of forty four (44) weeks.

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- 4.1.2.5 Trainees in consultation with their supervisor will draw up a personalised learning contract. This contract will specify the goal(s) and objective(s) for the Unit which are mutually acceptable to the trainee and supervisor.
- 4.1.2.6 Trainees work at sites which enable them to experience and learn from their ministry.
- 4.1.2.7 Using an action/reflection model of learning, trainees meet with their supervisor individually and with their peer group and supervisor to reflect on their experience of ministry.
- 4.1.2.8 Didactics and literature are offered to trainees as a means of understanding their experience.
- 4.1.2.9 Methods used in the Program to help trainees evaluate their personal and pastoral functioning include but are not limited to, verbatim and case conferences, worship, theological reflection and group process.

### 4.1.3 Objectives.

Trainees -

- 4.1.3.1 become more aware of self as ministers and of the ways that their ministry affects others.
- 4.1.3.2 develop basic interpersonal skills in actively listening to and appropriately responding to those to whom they minister.
- 4.1.3.3 clarify their own spiritual journey and faith development and how these relate to pastoral functioning.
- 4.1.3.4 learn to use the action/reflection model of self-evaluating their relationships in ministry.
- 4.1.3.5 use individual and peer supervision for evaluation of ministry and for growth in their understanding.
- 4.1.3.6 use both individual and group supervision for interaction, support, clarification and confrontation as a means of integrating their personal and pastoral identity.
- 4.1.3.7 increase theological understanding of issues arising from experience so as to enrich their pastoral identity.
- 4.1.3.8 learn to discern faith needs of those to whom they minister and to be a supportive presence with structures of prayers, sacrament, Scripture or other spiritual resources.
- 4.1.3.9 develop the ability to assess pastoral needs taking into consideration differences in culture, spirituality, ethnicity, socioeconomic backgrounds, psychological and emotional expression.

- 4.1.3.10 become aware of their pastoral role as they interact with peers and other professionals.

## 4.2 Advanced Units of CPE

### 4.2.1 The Standard.

A unit of Advanced CPE is a Program of (400 hours) duration, full time or its part-time equivalent. Advanced CPE requires a heightened level of personal awareness, pastoral formation and professional development in a pastoral care specialisation. Professional competency is the focus of an Advanced Unit.

### 4.2.2 Minimum requirements include:-

- 4.2.2.1 An accredited Supervisor provides ten (10) hours of individual supervision and eighty (80) hours group supervision to trainees (normally 4-6 trainees in one group)
- 4.2.2.2 Each trainee participates in at least 150 hours of pastoral ministry.
- 4.2.2.3 Sixty hours within the total of four hundred (400) hours are allocated for personal reading and written reflection.
- 4.2.2.4 Each course can be completed over a minimum of ten (10) weeks or a maximum of forty four (44) weeks.
- 4.2.2.5 Trainees in consultation with their supervisor will draw up a personalised learning contract. This contract will specify the goal(s) and objective(s) for the Unit which are mutually acceptable to the trainee and supervisor.
- 4.2.2.6 Trainees minister in a site where they have the opportunity for both intensive and extensive ministry on which they intend to focus their development during the unit.
- 4.2.2.7 Using an action/reflection model of learning, trainees meet with their supervisor individually and with their peer group and supervisor to reflect on their experience of ministry and thereby enhance their understanding of that ministry and develop their pastoral identity.
- 4.2.2.8 Didactics and literature are offered to trainees as a means of understanding their experience.
- 4.2.2.9 Methods used in the program- to help trainees evaluate their personal and pastoral functioning include but are not limited to, verbatim and case conferences, worship, theological reflection and group process.
- 4.2.2.10 Trainees will present a paper integrating one's theology, pastoral theory and practice in an area in which they have specialised. It is expected that this paper would be of a quality to meet requirements for publication.

### 4.2.3 Objectives.

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

- 4.2.3.1 further develop their pastoral identity and become pastorally competent in concentrated areas of ministry while developing skills needed for in depth pastoral care or for crisis situations. To become proficient in documenting these interactions and making appropriate referrals.
- 4.2.3.2 use the action/reflection model in self evaluating their strengths and limitations (values, attitudes, assumptions) in recognising how these may help or hinder their ministry and in developing options for self growth.
- 4.2.3.3 gain competence in utilising supervision and consultation to evaluate their personal and professional growth in pastoral ministry.
- 4.2.3.4 take initiative and show leadership in using their peer group for increased self understanding and for personal and pastoral identity integration.
- 4.2.3.5 use theological reflection in their ministry to enrich their pastoral identity.
- 4.2.3.6 make optimum use of their religious heritage, theological understanding, psychosocial dynamics, and cultural and ethnic differences in pastoral ministry to persons and groups.
- 4.2.3.7 develop the capacity to use a pastoral perspective and ministerial competence in a variety of functions such as: preaching teaching administration, pastoral care and counselling. Within each focused ministry, the design of the Program concentrates on proficiency in four dimensions:
  - Knowledge outcomes: Understanding of general and specific facts, processes, theories and methodologies of the focused ministry.
  - Skills outcomes: Attainment of pastoral communication skills and leadership.
  - Values/Beliefs: Articulation of the meaning of their pastoral identity and the theological framework of their ministry.
  - Relationships: Integration of personal, professional and theological competencies.
- 4.2.3.8 Trainees develop the ability to work as pastoral members of an interdisciplinary team.

### 4.2.4 Applying for Advanced Standing

- 4.2.4.1 Applicants must present to a Review Committee. The Review Committee will be organised by the Director of the CPE Centre in which they are currently enrolled.
- 4.2.4.2 The Committee will consist of 4 CPE Supervisors including the CPE Centre Director where the student has been working, their Individual supervisor, and at least two other CPE Supervisors from different CPE Centres of which one will be accredited Level 2 or above. The Review committee will take account of gender and the faith tradition of the applicant.

- 4.2.4.3 The applicant must submit a payment to the College of \$400 and include a receipt for this payment in their materials.
- 4.2.4.4 Applicants must prepare 4 copies of their materials to be submitted to members of the committee at least 3 weeks prior to the date of their Review.
- 4.2.4.5 The applicant will be notified of the Review Committee's decision at the end of the Review.
- 4.2.4.6 Reviews take the following format
  - 4.2.4.6.1 Committee meets for at least 45 minutes prior to the applicant's arrival to discuss applicant's material
  - 4.2.4.6.2 The committee meets the applicant and engages with them using the College's standard questions for Advanced. Additional questions may be asked concerning their materials.
  - 4.2.4.6.3 The applicant withdraws while the committee deliberates and writes its recommendations
  - 4.2.4.6.4 The committee invites the applicant to return to hear its decision and recommendations
- 4.2.4.7 The Chairperson will send a written copy of the Committee's decision and recommendations to the applicant.
- 4.2.4.8 Successful applicants will receive an Advanced Certificate.

### **4.2.5 Materials required for presentation**

- 4.2.5.1 An autobiography in which the themes that arise in their life journey shall be understood from a theological perspective.
- 4.2.5.2 A verbatim that is a fair sample of the applicant's current work. The verbatim will be fully evaluated and give evidence of the applicant's understanding of the psychological, sociological and spiritual/theological issues that arise in the pastoral conversation.
- 4.2.5.3 A comprehensive report and critical evaluation of the applicant's pastoral ministry to one particular person to whom ministry was offered over an extended period. The report shall include:
  - 4.2.5.3.1 An assessment of the applicant's ministry based upon clinical materials such as verbatim reports of conversation or counselling sessions, critical incident reports.
  - 4.2.5.3.2 A statement of the manner in which particular pastoral issues were negotiated.

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- 4.2.5.3.3 Delineation of limits established by the applicant in ministry.
- 4.2.5.3.4 An evaluation of the extent to which the applicant was successful in staying within the limits set.
- 4.2.5.3.5 The outcome(s) of this ministry for the person being served by the applicant.
- 4.2.5.4 Trainee and Supervisor evaluations of Advanced Level Unit(s).
- 4.2.5.5 a paper integrating one's theology, pastoral theory and practice in an area in which they have specialised. It is expected that this paper would be of a quality to meet requirements for publication. (Word limit: 1,500)

## 4.3 Supervisory Units

### 4.3.4 The Standard.

There are four Supervisory Units which may be undertaken for academic credit in the Master of Arts (Pastoral Supervision). They are

- 4.3.4.3 Introductory Supervisory Practice (P8585) and Advanced Supervisory Practice (P8589) include a minimum of 58 hours of group presentations (theory and practice) and 20 hours of individual Supervision with a Level III Supervisor.
- 4.3.4.4 Education Theory and Practice of Pastoral Supervision (P8586) and Theological Reflection in Supervision (P8587) include a minimum of 29 hours of group presentations (theory and practice) and 10 hours of individual Supervision with a Level III Supervisor.

For more information concerning these units please refer to the College's Academic Manual.

### 4.3.5 Objectives

#### 4.3.5.3 Competence in personal growth shall include:

- 4.3.5.3.1 Ability to focus on one's identity as an educator while integrating the theory and practice of supervision with one's personal and professional identity.
- 4.3.5.3.2 Ability to use one's personality and personal history as a resource in shaping one's personal supervisory and educator style.
- 4.3.5.3.3 Ability to develop and foster the qualities of empathy, respect and ethical discernment in making decisions and in working collaboratively with others.

#### 4.3.5.4 Competence in the CPE process shall include:

- 4.3.5.4.1 Knowledge and ability to articulate the theory and process of CPE, using conceptual models from theology, the behavioural sciences and education.
- 4.3.5.4.2 Ability to develop, articulate and demonstrate a philosophy of CPE which integrates theory and practice.
- 4.3.5.4.3 Knowledge of the Standards of the NSWCCPE Inc.

#### 4.3.5.5 Competence in Individual Supervision shall include:

- 4.3.5.5.1 Knowledge and understanding of the theory, skill and art of supervision.
- 4.3.5.5.2 Ability to assist a trainee in taking responsibility for formulating a plan of learning and to evaluate the results of the learning process.
- 4.3.5.5.3 Ability to supervise a trainee's pastoral work, giving attention to unique psycho-spiritual patterns so as to facilitate trainees movement towards pastoral identity.
- 4.3.5.5.4 Ability to interpret and evaluate a trainee's pastoral strengths, limitations, potential, and to communicate these effectively in oral and written forms.

### **4.3.5.6 Competence in Group Supervision shall include:**

- 4.3.5.6.1 Knowledge and understanding of the principles of group learning and development, using conceptual models from theology, the behavioural sciences and education.
- 4.3.5.6.2 Ability to lead a small group of trainees in peer supervision, enabling them to use their response to the program as a learning experience.
- 4.3.5.6.3 Ability to facilitate the development of group interpersonal interaction as a means of trainees' integration of personal and pastoral identity.

### **4.3.5.7 Competence in Program Management shall include:**

- 4.3.5.7.1 Knowledge and understanding of the principles of institutional management and program development with emphasis on the development of a CPE program.
- 4.3.5.7.2 Ability to develop ways of using a variety of resources such as patients parishioners, interdisciplinary staff, supervisors, consultants, library, administration and the community to enhance learning.
- 4.3.5.7.3 Ability to use CPE methods, including, but not limited to, verbatims and case conferences, worship seminars, spiritual assessments, supervisory sessions, group process and theological reflection.
- 4.3.5.7.4 Ability to plan and implement CPE programs.

### **4.3.5.8 Competence in Theology shall include:**

- 4.3.5.8.1 Proceeding to the completion of the Master of Arts (Leading to a specialization in Pastoral Supervision) or Recognised prior learning in theological studies approved by the NSWCCPE Inc Academic Board.
- 4.3.5.8.2 Knowledge and understanding of social justice issues in the church and in one's institution.
- 4.3.5.8.3 Ability to articulate a pastoral theology which is correlated with pastoral supervision and education.
- 4.3.5.8.4 Ability to guide trainees in reflecting theologically and in conducting worship services.

## 5 Requirements for Accreditation of Supervisors

Supervision is the name given in CPE to the process by which people are trained in Pastoral ministry. Learning to supervise is a process that can begin after pastors have developed a strong sense of their own pastoral identity as well as being highly effective pastors. It is a process that is expected to take a number of years.

There are three levels of accreditation granted by the NSWCCPE Inc. They are Level I Supervisor, Level II Supervisor and Level III Supervisor. Accreditation in supervision is granted by the NSWCCPE Inc based on a recommendation from a review committee that is organised for that purpose. That committee will review the materials presented by the applicant to substantiate the claim as well as interview the applicant. For all levels of accreditation documents shall be presented professionally at a standard befitting the accreditation sought. The applicant is responsible for compiling all necessary documentation into a single report and forwarding a copy to each member of the review committee at the address provided by the accreditation convener. All materials shall respect the constraints of confidentiality.

Applicants for accreditation as CPE Supervisors are encouraged to explore different models of supervision during the period of their training. Training in other Programs will be considered in assessing applicants for accreditation.

### 5.2 Level I Supervisor

#### 5.2.4 Role of a Level I Supervisor.

Within the NSWCCPE Inc. Level I supervisor is the first level of accreditation. They are expected but not required to build on this level of accreditation by continuing to train and become Level II Supervisors.

Level I Supervisors work with Level II or III Supervisors in the running of CPE programs. This enables them to concentrate on their supervisory development and not be concerned with the organisational responsibilities of the program.

#### 5.2.5 Procedure to function as an Acting Level I Supervisor.

Before a person can become a Level I supervisor they must seek permission to function as an Acting Level I Supervisor from the NSWCCPE Inc. Those seeking to function as Acting Level I supervisors will meet the following criteria:

- completion of four Units of CPE at least one of which is Advanced.
- a well developed sense of pastoral identity.
- a high level of proficiency as a pastor.
- an openness to learning and growth.
- has been reviewed by a committee which has affirmed the achievement of these requirements. If this was not determined by a committee at the conclusion of the Advanced Unit or the Advanced Unit was more than five years ago it shall be determined by a Review committee.

- Completion of a minimum of two units of theological studies toward a bachelor or masters degree in theology, the two units to comprise ***an introduction to biblical studies and a unit of foundational theology***, and be actively pursuing further theological studies at a tertiary level.
  - Where the candidate for supervisory training comes from a major world faith, other than Christianity, she or he, prior to commencing to act as a CPE Acting Level 1 Supervisor shall have successfully completed study in that faith and practice equivalent to the number of hours of two units of a bachelor of theology.
  - The peak body of that faith tradition in Australia must recognize the form and content of this study. The candidate shall be actively pursuing further studies in that tradition.”

## 5.2.6 Review Committee.

The review committee of four shall have at least:

- one Level I Supervisor.
- one Level II Supervisor.
- one Level III Supervisor.

The Review Committee members shall be supervisors accredited by the NSWCCPE Inc and preferably shall come from a diversity of centres. The selection of the committee shall take into account denominational and gender issues. The applicant shall be consulted in the formation of the committee and be accepting of the final selection.

The committee shall be organised and chaired by the CPE Centre Director in which the applicant shall be working.

At the conclusion of the review the committee shall write a report and make a recommendation to the NSWCCPE Inc in accordance with the guidelines set out in section 6.10. of this handbook.

## 5.2.7 Materials.

The applicant shall prepare the following materials for the Review Committee.

5.2.7.3 An autobiography in which the themes that arise in their life journey shall be understood from theological perspective.

5.2.7.4 A verbatim that is a fair sample of the applicant’s current work. The verbatim will be fully evaluated and give evidence of the applicant’s understanding of the psychological, sociological and spiritual/theological issues that arise in the pastoral conversation.

5.2.7.5 Either A comprehensive report and critical evaluation of the applicant’s functioning as a minister over a seven days period. The report shall include:

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- 5.2.7.5.1 The criteria by which the daily pastoral priorities were established and how they were carried through.
- 5.2.7.5.2 An evaluation of any tensions experienced between pastoral, administrative, priestly, prophetic and preaching responsibilities.
- 5.2.7.5.3 Delineation of limits established by the applicant in ministry.
- 5.2.7.5.4 An evaluation of the extent to which the applicant was successful in staying within the limits set.
- 5.2.7.5.5 A diary evaluation of the ministry relationships engaged in during one eight hour day.
- 5.2.7.5.6 A verbatim report and assessment of one pastoral conversation of particular note during this seven day period.
- or
- 5.2.7.6 A comprehensive report and critical evaluation of the applicant's pastoral ministry to one particular person to whom ministry was offered over an extended period. The report shall include:
- 5.2.7.6.1 An assessment of the applicant's ministry based upon clinical materials such as verbatim reports of conversation or counselling sessions, critical incident reports.
- 5.2.7.6.2 A statement of the manner in which particular pastoral issues were negotiated.
- 5.2.7.6.3 Delineation of limits established by the applicant in ministry.
- 5.2.7.6.4 An evaluation of the extent to which the applicant was successful in staying within the limits set.
- 5.2.7.6.5 The outcome(s) of this ministry for the person being served by the applicant.
- 5.2.7.7 Provide a reflection on their experience of supervision in the Programs undertaken and since their completion.
- 5.2.7.8 Trainee and Supervisor evaluations of Advanced Level Unit(s).
- 5.2.7.9 a paper integrating one's theology, pastoral theory and practice in an area in which they have specialised. It is expected that this paper would be of a quality to meet requirements for publication. (Word Limit: 1,500)

### **5.2.8 Requesting to commence Training as a CPE Supervisor**

When applicants recommended by a Review Committee are desirous of commencing training they shall write to the Accreditation Convener requesting permission to commence training as an Acting Level I supervisor. At the same time they shall enter into negotiations with a Level III supervisor who is willing to train them subject to their being given approval to function.

The Applicant's letter of request shall provide:

- a copy of the review committee's recommendation and report.

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- evidence that they are ordained, professed, commissioned, licensed, or attested as in good standing with their denominational authority.
- evidence that they are members of NSWCCPE Inc
- evidence that they have completed at least four units of CPE, one of which is Advanced.
- evidence that they have completed a unit of CPE within the last three years
- evidence that they have a contract with a Level III Supervisor for training.
- declaration of any written or other complaints against the applicant and the outcome of any investigation.

Permission to act will be granted for two years time or the equivalent part time and shall commence from the date of the meeting that grants the permission.

On receipt of the written advice that the applicant has been given permission to function, the Acting Level I Supervisor may begin to work with a Level II or Level III Supervisor in an approved Program in a registered CPE Centre.

## **5.2.9 Role of an Acting Level I Supervisor.**

The Acting Level I Supervisor shall:

- 5.2.9.3 be in supervision with a Level III Supervisor.
- 5.2.9.4 receive at least ten hours of individual supervision during each unit in which the Acting Level I Supervisor has supervised.
- 5.2.9.5 participate in the selection of trainees.
- 5.2.9.6 share in the conduct of the orientation program.
- 5.2.9.7 share in the conduct of Clinical Seminars.
- 5.2.9.8 provide individual supervision to six trainees during the period of functioning as an Acting Level I Supervisor.
- 5.2.9.9 share in the conduct of mid-unit and final evaluation seminars.
- 5.2.9.10 participate in the Supervisors' Professional Development Days and other NSWCCPE Inc activities.
- 5.2.9.11 participate in any in-service training programs provided by the NSWCCPE Inc .
- 5.2.9.12 write an evaluation of each unit of CPE in which the applicant has participated (to be presented for supervision and with the materials in the accreditation presentation).
- 5.2.9.13 complete Introductory Supervisory Practice, Educational Theory and Practice in Supervision and Theological Reflection in Supervision with a Level III Supervisor

## **5.3 Standard for Level I Supervisor**

### **5.3.4 Administrative Awareness and Competence.**

- 5.3.4.3 An ability to organise and manage the learning covenant with the supervised trainees.
- 5.3.4.4 An awareness of the distinction between administrative and supervisory issues and how they can be creatively managed.

### **5.3.5 Interpersonal Awareness and Competence.**

- 5.3.5.3 An ability to reflect on group and interpersonal interactions and how to creatively use them for learning.
- 5.3.5.4 An ability to reflect on the function of the supervisory alliance and its use in the process of supervision.

### **5.3.6 Intrapersonal Awareness and Competence.**

- 5.3.6.3 An ability to reflect on the supervisory relationship and to acknowledge their own contribution to the supervisory events.
- 5.3.6.4 An ability to reflect on and learn from the supervisory process and use those learnings for self-growth.

### **5.3.7 Educational Competence.**

- 5.3.7.3 An ability to draw from trainees what is necessary for the development of their pastoral identity and professional self-worth and to use trainees' written materials and other presentations in this process.

### **5.3.8 Theological Awareness and Competence.**

- 5.3.8.3 An ability to think theologically about pastoral events and to respond as a member of the community of faith.

### **5.3.6 Application for Accreditation as a Level I Supervisor**

Application for review for Level I Supervisor shall be in writing to the Accreditation Convener of the NSWCCPE Inc.

When applicants have the required materials completed they are to write to the Accreditation Convener requesting permission to present to a review committee. The Accreditation Convener will then commence organising a Review Committee in accordance with the NSWCCPE Inc's Guidelines and notify the applicant of the date time and place of the committee and the date by which the materials shall be submitted to the convener.

The review will focus on the applicant's professional competence as a Level I Supervisor. The applicant is to demonstrate that competence to the committee in the professional manner in which the written materials are presented and in the interview with the Review Committee.

The applicant's application materials shall include:

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- 5.3.6.1 Documented evidence that the applicant has had the experience required before presentation for review at Level I. (Please see 5.1.6 Role of Acting Level I CPE Supervisor)
- 5.3.6.2 A cheque for the required fee.
- 5.3.6.3 A copy of the letter giving the applicant permission to function as an Acting Level I supervisor.
- 5.3.6.4 Documented evidence of the applicant's standing and relationship to ecclesiastical authority.
- 5.3.6.5 Documented evidence of the applicant's membership in NSWCCPE Inc .
- 5.3.6.6 A letter of support from the CPE Centre Director where the applicant has been supervising.
- 5.3.6.7 A cover sheet containing such information as name, address, age, present employment, church denomination, degrees, diplomas and certificates obtained, professional occupational background, and CPE experience.
- 5.3.6.8 A statement of the applicant's request to this Review Committee.
- 5.3.6.9 An autobiography in which the themes that arise in applicant's life journey are understood from their current perspective. This shall include the integration of the theological, spiritual, sociological and psychological aspect of the applicant's life.
- 5.3.6.10 Copies of previous review committee decisions and reports.
- 5.3.6.11 A copy of any Supervisor's evaluations of the applicant outside of the Supervisory Units undertaken during the functioning period.
- 5.3.6.12 A copy of the applicant's Evaluations and the Level III Supervisors' Evaluations for the units of Supervisory CPE undertaken during the functioning period.
- 5.3.6.13 Documented evidence of the completion of Supervisory Units:
- Introductory to Supervisory Practice,
  - Education Theory and Practice, and
  - Theological Reflection in Supervision
- Records of your attendance at Supervisory training events (Mulgoa and Professional Development Days) can be obtained from the College Office.
- 5.3.6.14 Where the candidate does not have an undergraduate or graduate degree in Theology then documentary evidence that they have completed the Graduate Diploma (leading to a specialization in Pastoral Supervision)
- 5.3.6.15 copy of the applicant's evaluation of each unit of CPE in which she/he has co-supervised.
- 5.3.6.16 An assessment by the applicant of her/his achievement of the Standard for Level I Supervisor. Please see 5.2
- 5.3.6.17 A comprehensive report and critical evaluation of the supervision of one trainee engaged in a Basic unit of CPE. The report shall include:

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- 5.3.6.17.1 The applicant's description of the trainee, including a biographical sketch.
- 5.3.6.17.2 A description and evaluation of the goal-setting process.
- 5.3.6.17.3 Contribution to planning of the trainee's ministry placement and educational process and the supervisory stances and attitudes anticipated to be important in supervising the trainee.
- 5.3.6.17.4 A description and evaluation of the supervision of the trainee.
- 5.3.6.17.5 An assessment of the trainee's development personally and in ministry as demonstrated by clinical materials, and excerpts from supervisory sessions.
- 5.3.6.18 Summary description and evaluation (limited to one page each) of the applicant's supervision of two trainees.
- 5.3.6.19 Copies of the final evaluations written by the trainees referred to in paragraphs 5.3.17 and 5.3.18 above.
- 5.3.6.20 An integrative essay on their theory and practice of Pastoral Supervision.
- 5.3.6.21 An evaluation of the applicant's venture into supervision, including an assessment of the developing relationship with the applicant's Supervisor and supervisory peers, with the Director of the Centre and NSWCCPE Inc.
- 5.3.6.22 declaration of any written or other complaints against the applicant and the outcome of any investigation.

### **5.3.7 Presentation of Materials for Level I Review.**

- 5.3.7.1 The applicant's materials, excluding the supervisor's and trainees' final evaluations and the cover sheet shall not exceed 15,000 words, in a font no smaller than 12 points. Copies shall be sent by the applicant to the members of the review committee not later than 21 days before the date of the review committee meeting.

### **5.3.8 Level I Review Committee.**

- 5.3.8.1 The committee shall consist of five (5) members appointed by the Accreditation Convener after consultation with the applicant and allowing the applicant to indicate an objection to a proposed member.
- 5.3.8.2 The Review Committee shall include where possible two Level I Supervisors, one Level II Supervisor and one Level III Supervisor. The Director of the Centre where the applicant has been supervisor shall be a member of the committee.
- 5.3.8.3 The Review Committee shall operate in accordance with Sections 7 and 8 of this Handbook.

### **5.3.9 Continuation of Acting Level I Status.**

- 5.3.9.1 An applicant who has met a review committee and was not accredited as a Level I Supervisor may be permitted to continue to function within approved programs of CPE as an Acting Level I Supervisor for such periods as the Executive Committee shall determine on the recommendation of the review committee.

### **5.3.10 Responsibilities and accountability of an Accredited Level I Supervisor.**

- 5.3.10.1 Level I Supervisors are authorised to work under the supervision of a Level II or Level III Supervisor.
- 5.3.10.2 Level I Supervisors work to assist trainees to develop their pastoral identity and become competent pastors. This involves the development of those qualities and abilities that enable trainees to enjoy their work and feel competent to minister. Level I Supervisors are free of the administrative responsibilities of running Units to enable them to concentrate on their supervision.

### **5.3.11 Level I Supervisors can provide:**

- 5.3.11.1 supervision of Basic trainees.
- 5.3.11.2 leadership in Clinical Seminars and other presentations, and
- 5.3.11.3 generally assist the Level II or Level III Supervisor in conducting the Unit.
- 5.3.11.4 Level I Supervisors **shall write a one page report** of their supervision of each trainee they supervise which shall be held in the Centre files.
- 5.3.11.5 The Level I supervisor is accountable to the Centre Director for the way they function in the courses in which they supervise.

### **5.3.12 The responsibilities of the Level II or Level III Supervisor conducting the Unit.**

- 5.3.12.1 The Level II or Level III Supervisor shall:
- 5.3.12.2 be recognised by the management of the institution in which the trainees are placed as responsible for the conduct of the program.
- 5.3.12.3 conduct the opening seminar to welcome the trainees and orient them into the CPE group.
- 5.3.12.4 attend both the Mid Unit and the Final evaluation seminars.
- 5.3.12.5 consult with the Level I Supervisor regularly about the progress of the program.
- 5.3.12.6 ensure that the Level I Supervisor writes the one page report on the their supervision of trainees.
- 5.3.12.7 ensure that the Level I Supervisor is in supervision and is undertaking the required Education program.

### **5.3.13 Level I Reaccreditation.**

Accreditation is for five (5) years. It is the responsibility of Level I Supervisors to ensure that their accreditation is current. Before the end of the five year period, the supervisor shall seek reaccreditation from the NSWCCPE Inc. It is expected that the supervisor shall have supervised in at least one Unit of CPE during the five year period and if the supervisor has not supervised in the last ten years the reaccreditation will not be considered.

### **5.3.13.1 Application for reaccreditation - Level I.**

A Level I Supervisor shall write to the Accreditation Convener seeking permission to present for reaccreditation.

The reaccreditation review committee shall be organised by the Accreditation Convener in consultation with the applicant. It shall consist of five members at least one of which shall be a Level III Supervisor and shall operate in accordance with Sections 6,7 and 8 of this Handbook.

### **5.3.13.2 Materials for reaccreditation.**

5.3.13.2.1 A cover sheet containing name, address, present employment, church denomination, degrees, diplomas, certificates and CPE experience.

5.3.13.2.2 Recommendations and reports of previous review committee presentations.

5.3.13.2.3 An evaluation of the salient features of the applicant's work as a Level I Supervisor during the past five (5) years including the enjoyable and the difficult experiences with trainees, peers and authorities. This report shall not exceed 2,000 words.

5.3.13.2.4 Two one page reports of the applicant's supervision of trainees, one of which was challenging and difficult.

5.3.13.2.5 The final evaluations and supervisors' reports for these two trainees.

5.3.13.2.6 A 500 word or less statement of the applicant's plans for the future.

5.3.13.2.7 A paper relevant to the supervisory issues of a standard for publication and of not more than 3000 words.

5.3.13.2.8 A declaration of any written or other complaints against the applicant and the outcome of any investigation.

5.3.13.2.9 A letter attesting to the applicant's good standing in her/his denomination.

## 5.4 Level II Supervisor.

The NSWCCPE Inc recognises Level II Supervision as the achievement of the expected professional standard in Pastoral Supervision.

### 5.4.1 Role of a Level II Supervisor.

Accreditation at Level II qualifies a supervisor to conduct programs independently and to hold the position of Centre Director. They may supervise Basic and Advanced trainees and direct and coordinate the work of one or more Level I Supervisors. They are not authorized to provide Supervisory CPE.

### 5.4.2 Procedure to function as an Acting Level II Supervisor

Level I Supervisors wishing to become Level II Supervisors shall consult with a Level III Supervisor. If the decision is to proceed then the Level I Supervisor shall write to the accreditation convener indicating that decision and supporting it with the following:

- 5.4.2.1 a letter of agreement from the Level II Supervisor or Director of the Centre where the courses will be conducted.
- 5.4.2.2 a letter of agreement from a Level III Supervisor who will provide the Supervisory CPE.
- 5.4.2.3 evidence of completion of the Introductory Practice in Supervision, Educational Theory and Practice in Supervision and Theological Reflection in Supervision and enrolment in Advanced Supervisory Practice.

Following acknowledgment of the decision by the Executive Committee, the applicant can function as an Acting Level II Supervisor for a period of two years full time or the equivalent part time. If an extension beyond that period is desired the applicant shall write to the accreditation convener stating clearly the grounds on which an extension is requested. After due consideration the Executive Committee may grant an extension of one year.

During the period since the applicant was accredited as a Level I Supervisor and the application for accreditation as a Level II Supervisor, Advanced Supervisory Practice must be completed.

- 5.4.2.4 During the period of functioning as an Acting Level II Supervisor the applicant shall:
  - 5.4.2.4.1 plan, conduct and evaluate at least two (2) units of CPE in a satisfactory manner. Each Unit shall include at least three trainees. These units shall be under the oversight of the Centre Director and shall be conducted in accordance with the standards for such units. They shall be conducted to the satisfaction of the Centre Director.
  - 5.4.2.4.2 supervise trainees at the Basic level of training.
  - 5.4.2.4.3 coordinate and direct one or more Level I Supervisors including their supervision but not their training in supervision. Where this has not been possible, the

applicant will need to demonstrate the skills and sensitivity necessary for that task.

### **5.4.3 STANDARDS AND PROCEDURES FOR ACCREDITATION AS SUPERVISORS IN ANZACPE.**

(Revised July, 2007)

The Standard for Supervisor Level II.

In order to be accredited at the second level of supervision, a candidate shall demonstrate the following minimum requirements:-

Candidates will have practised supervision in and belong to a C.P.E. Centre, registered under the standards of their member organisation.

Within this organisation the candidates will have previously demonstrated pastoral and supervisory competence in individual and group supervision and have gained accreditation/certification as Level 1/Associate Supervisor/Pastoral Supervisor.

ie. Candidates will have acquired the ability to supervise individual students giving attention to unique patterns of personal and professional development and assisting in the movement towards pastoral identity.

Candidates shall have knowledge of and adhere to a Code of Ethics, accepted by the member organisation.

Candidates shall have reached a minimum theological qualification accepted by the organisation.

It is recommended that candidates shall have conducted a minimum of four units of CPE as an Acting level II Supervisor, individually supervising a minimum of eight (8) students in total. NSW candidates are recommended to have supervised a minimum of two (2) units, individually supervising a minimum of (5) students.

Where a candidate has not met these recommendations, the member association shall give reasons, eg citing potential equivalence in learning, and attest to the person's readiness to present for accreditation review. This shall be included in the member association's letter of support for application for review to the ANZACPE Professional Standards Committee.

The candidate needs to ensure that the integration of any claims to such prior or contextual learning is clearly demonstrated to the review committee through written materials and engagement in the review process.

#### **5.4.3.1 Administrative Awareness and Competence**

5.4.3.1.1 Ability to plan, implement conduct and evaluate units of C.P.E. This ability will be in regard to:

- creation of a Program,
- recruitment, selection and placement of students,

- budgeting,
- negotiation with management and professional organisation,
- awareness of the philosophy and policies of the institution/agency,
- timetabling
- recording and maintenance of records
- ethical and professional standards of practise

### **5.4.3.2 Interpersonal Awareness and Competence.**

- 5.4.3.2.1 Ability to relate empathetically and professionally as a caring person with colleagues, peers, students, authorities and church organisations/ communities of faith, in the context of individual and group situations.
- 5.4.3.2.2 Ability to be articulate about these relationships.
- 5.4.3.2.3 Ability to recognise and value the culture and faith traditions in relationships and willingness to use consultants in the clarification of issues.
- 5.4.3.2.4 Ability to relate to supervisory colleagues and professionals from other disciplines within the training context.
- 5.4.3.2.5 Develop within the CPE program, the integration of resources present within the institution and beyond eg interdisciplinary staff, library and administrative structures, community resources and theological consultants.

### **5.4.3.3 Intrapersonal Awareness and Competence.**

- 5.4.3.3.1 Emotional and spiritual integration
- 5.4.3.3.2 Personal integrity.

### **5.4.3.4 Supervisory Awareness and Competence**

- 5.4.3.4.1 Ability to appropriately use personal qualities, experience and self awareness in supervision.
- 5.4.3.4.2 Ability to utilise awareness of individual histories, psychological patterns and learning styles to facilitate students' taking of responsibility for engagement with and development of their learning process and claiming of personal resources and pastoral identity.
- 5.4.3.4.3 Ability to define and evaluate students' pastoral and personal resources including the ability to utilise a variety of supervisory strategies and interventions.
- 5.4.3.4.4 Ability to facilitate the development of group interpersonal interaction.
- 5.4.3.4.5 Ability to attend to and distinguish between the differences in individual and group needs addressing these and other such boundary issues.
- 5.4.3.4.6 Ability to co-ordinate, supervise and direct the work of other supervisors supervising in the C.P.E. unit.

## **5.4.3.5 Educational Awareness and Competence.**

- 5.4.3.5.1 Ability to conceptualise one's own philosophy of C.P.E. as a learning theory, recognising the contribution of other educational theorists.
- 5.4.3.5.2 Ability to integrate theories with supervisory practice.
- 5.4.3.5.3 Ability as an experiential educator, to use all elements of the C.P.E. experience as opportunities for learning and education.

## **5.4.3.6 Theological Awareness and Competence**

- 5.4.3.6.1 Ability to articulate clearly the candidate's own theology.
- 5.4.3.6.2 Ability to conceptualise a theology of ministry as expressed in the candidate's supervisory practice.
- 5.4.3.6.3 Ability to reflect theologically on experience and demonstrate the integration of theology in supervisory practice.
- 5.4.3.6.4 Ability to help others reflect theologically on experience and to experience theology in the practice and context of ministry.

## **5.4.4 Materials required for an Application for Level 2.**

A Review committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for the supervision of ministry. It is expected that all materials will clearly demonstrate the level of functioning required of a senior professional discipline and respect the confidentiality of all persons who might otherwise be identified through the material.

Candidates' materials shall reflect and report evidence from current supervisory practice conducted during their period of acting at level 11. Candidates seeking accreditation are required to submit the following:

Written materials shall not exceed 25,000 words in length, excluding the materials described in paragraphs 5.5.4.5, 5.5.4.6 and 5.5.4.9. Materials shall be written in Times New Roman or Verdana script, font 12 with 1.5 spacing and minimum margin of 2 cms.

- 5.4.4.1 A cover sheet containing name, address, age, present position, church denomination/faith community, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.
- 5.4.4.2 A statement of request by the candidate of the review committee
- 5.4.4.3 An autobiographical statement.
- 5.4.4.4 A statement of, and theological reflection upon, the candidate's spiritual pilgrimage.
- 5.4.4.5 Copies of all previous review committee findings.

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- 5.4.4.6 A copy of the evaluation(s) by the candidate's Supervisor(s) of the units of C.P.E. that the candidate has conducted since the previous accreditation.

From ASPEA and SANTACPE members and other candidates who have completed a unit of Education in Supervision, a copy of the evaluation by the candidate's educator of the unit of "Education in Supervision".

- 5.4.4.7 A detailed evaluation report (not exceeding 3500 words) of the candidate's supervision as an acting Level II supervisor of one student engaged in a unit of C.P.E. conducted during the past two years. The report shall include:

5.4.4.7.1 The candidate's description of the student including a biographical sketch.

5.4.4.7.2 The candidate's description and evaluation of the goal setting process.

5.4.4.7.3 The candidate's plans for the student's ministry placement and educational process.

5.4.4.7.4 The candidate's supervisory stances and attitudes anticipated to be important in supervising the student.

5.4.4.7.5 A description and evaluation of the supervision of the student, including:

5.4.4.7.5.1 An assessment of the student's development demonstrated by clinical materials;

5.4.4.7.5.2 The candidate's comments on the clinical materials;

5.4.4.7.5.3 Excerpts from supervisory conferences;

5.4.4.7.5.4 The manner in which particular issues or incidents were addressed in supervision, with reference to standard 5.5.3.4

5.4.4.7.5.5 A description and evaluation of the peer group process particularly as it contributed to and/or interfered with the candidate's supervision and the student's development

The candidate may choose to illustrate his/her evaluation report with audio or video tape vignettes.

Where audio or video tapes are being presented the following shall apply:

The selected vignettes are no more than 5 minutes duration;

Transcripts of the material on the tapes be provided;

The candidate gives clear indication of what aspect of his/her supervisory qualities/stances the material illustrates and

A copy of the tape and transcript be provided to each member of the committee with the written materials.

5.4.4.8 A summary description and evaluation (limited to one page each) of the candidate's supervision of five students while acting as a Level II supervisor.

5.4.4.9 Copies of the final evaluations written by the students referred to in 5.3.4.7 and 5.3.4.8 above, having due regard to issues of confidentiality.

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- 5.4.4.10 An essay on a pastoral subject demonstrating the integration of clinical pastoral data, sensitivity to the social sciences and theological competence.
- 5.4.4.11 A paper on the candidate's methodology and philosophy of supervision within the context of C.P.E.
- 5.4.4.12 A comprehensive report of the candidate's acting as a Level II supervisor, addressing the following specific areas:
  - 5.4.4.12.1 A description of the clinical setting(s) in which the Program(s) took place, with particular reference to the implications of these settings for the student's learning.
  - 5.4.4.12.2 A description and evaluation of Programs the candidate has supervised with reference to specific students, issues, themes and incidents.
  - 5.4.4.12.3 An evaluation of relationships with the C.P.E. centre director(s) or equivalent where applicable – and the candidate's supervisor(s) and mentors.
- 5.4.4.13 A statement demonstrating the way the candidate has addressed the issues relating to professional identity and function as Level II supervisor including plans/goals for the future.
- 5.4.4.14 For ASPEA and SANTACPE applicants and other candidates who have completed a unit of "Education in Supervision" an evaluation of the candidate's participation in that unit including the relationships with the Level III supervisor, and an evaluation of the peer group course in supervision.
- 5.4.4.15 A statement by the candidate and co-signed by the Centre Director(s), verifying that a release form giving permission for the candidate to use students' taped vignettes and written materials in their accreditation process, has been signed by the student(s) concerned, and is stored in the Centre with the student(s) materials.

### **5.4.5 Provisional Accreditation**

- 5.4.5.1 In the event of the candidate being unable to satisfy the ANZACPE standards for accreditation, the review committee may decide to recommend to the member association that provisional accreditation be granted for the period of one year.
- 5.4.5.2 The candidate shall undertake to fulfil the committee's recommendations in his/her supervisory practice and demonstrate the same to a subsequent review in twelve months
- 5.4.5.3 The member association shall retain the right to grant provisional accreditation.
- 5.4.5.4 The member association shall oversee and support the candidate's supervisory practice during the provisional period and shall be responsible for requesting the subsequent review.

- 5.4.5.5 Should the subsequent review not occur in the required time frame, accreditation shall lapse. The member association shall be responsible for notifying the ANZACPE registrar.
- 5.4.5.6 In the event of an extension to the period of provisional accreditation being required an appeal may be made to the member association in the first instance and to the ANZACPE professional standards committee in the second giving reasons for the request.
- 5.4.5.7 Any extensions will not exceed 24 months from the date of the first review.

### **5.4.6 Re-accreditation at Level 11**

Re-accreditation reviews are to be held after every five (5) years with a maximum period of seven (7) years between reviews. A candidate seeking re-accreditation is required to clearly demonstrate and give evidence of functioning at a professional level of supervision in accordance with Standards 5.5.3.1-5.5.3.6 above.

#### **Re-accreditation materials shall include:**

- 5.4.6.1 A cover sheet containing name, address, age, present position, church/faith community, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.
- 5.4.6.2 A statement of request by the candidate of the review committee.
- 5.4.6.3 A copy of the previous review committee's recommendations and a statement limited to one page focusing on the candidate's addressing of the same, making reference to professional development opportunities taken up and issues addressed in the candidate's own supervision.
- 5.4.6.4 An evaluation (limited to four A4 typed pages) of the salient features of the supervisor's work as a Level II supervisor during the past five years, highlighting the high and low point in the supervisor's relationships with students, supervisory colleagues, peers, Level I and Level III supervisors, the Clinical Pastoral Education organisation, Institution, church authorities and/or faith community.
- 5.4.6.5 An evaluation (limited to five A4 typed pages) of the supervisor's professional development in supervision undertaken since the last review. This should address challenges and insights gleaned from reflection on the supervisor's engagement in the supervisory process through his/her supervisory interventions, the supervisor's experience of receiving professional supervision and reading or study within the field.
- 5.4.6.6 A statement addressing the Level II supervisor's plans for the future (limited to one A4 typed page).

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- 5.4.6.7 A paper relevant to supervisory issues of a standard suitable for publication and of not more than 3000 words.
- 5.4.6.8 A letter of support for the candidate's request from his/her supervisor indicating the contractual agreement and areas of focus for the candidate's supervision since the last review.

### **5.4.7 Level II Review Committee.**

The committee will be organised according to the rules of ANZACPE and reference should be made to the current ANZACPE Manual.

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## ANZACPE CONSENT FORM

### Clinical Pastoral Education Trainee's Consent Form.

This consent form refers to and gives permission for the release of trainee's materials from the designated unit of Clinical Pastoral Education. Any release will be for the sole purpose of inclusion in the materials required by the trainee's supervisor, for her/his accreditation or reaccreditation process with ANZACPE (Australia and New Zealand Association for Clinical Pastoral Education) and its member associations.

I \_\_\_\_\_

of \_\_\_\_\_

as a trainee in the Clinical Pastoral Education unit conducted from \_\_\_\_\_  
date

to \_\_\_\_\_ at \_\_\_\_\_  
date Name if Registered Centre.

have been requested by my supervisor \_\_\_\_\_

of \_\_\_\_\_

to permit her/him to use and make reference to any of my presented materials, tape recorded sessions, information about me received and discussed during the above Clinical Pastoral Education Unit and her/his confidential supervisory report for the purpose of her/his presentation before a Review Committee.

I understand that

1. my materials and information about me will be used as described to me by my supervisor.
2. My name will be removed and replaced with a code or pseudonym in every place where there is a reference to me.
3. The five members will receive copies of the supervisor's presentation 21 days before the review committee meets.
4. The members of the review committee shall not retain any of the materials used in the presentation but shall return them to the supervisor at the conclusion of the review process.
5. My supervisor may retain a copy for his records and all spare copies shall be confidentially shredded.
6. The focus of the review process is on the assessment of my supervisor's professional development and supervisory competence.
7. The review process is strictly confidential and the members sign a statement to that effect.
8. My supervisor has described fully this review process and answered all my questions to my satisfaction.
9. I have been given time to consider this request.

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10. I have been informed that this review will be conducted under the auspices of and according to the Standards of ANZACPE to determine her/his accreditation or reaccreditation as a Supervisor at Level \_\_\_\_\_.

Having considered all the above information I hereby freely give my consent to my supervisor permitting him to use the materials and information as described to me for the purpose of her/his accreditation or reaccreditation as a Clinical Pastoral Education supervisor only.

\_\_\_\_\_  
Trainee's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness' signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness' signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Centre Director's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness' signature

\_\_\_\_\_  
Date

## **5.5 Level 3 Supervisor.**

Level 3 Supervisors are accredited by the NSWCCPE Inc as senior professionals who are competent to provide training for those who are desirous of becoming CPE Supervisors at Levels 1, 2 and 3.

### **5.5.1 Role of a Level 3 Supervisor.**

A Level 3 Supervisor is authorised to conduct CPE programs at Basic, Advanced and Supervisory levels. Level 3 Supervisors may direct or coordinate the work of Level 1 and Level 2 Supervisors.

### **5.5.2 Procedure to function as an Acting Level 3 Supervisor.**

5.5.2.1 A Level II Supervisor who wishes to function as an Acting Level 3 Supervisor shall consult with colleagues who are Level II and 3 Supervisors before writing to the Accreditation Convener notifying of the intention to function as an Acting Level 3 Supervisor. This notice will include a letter of support from the Level 3 Supervisor who will supervise the applicant. The Convener shall notify the Executive Committee which shall accept or reject the notification. The applicant shall not commence to function as an Acting Level 3 Supervisor until the receipt of a letter from the Executive Committee indicating its agreement.

5.5.2.2 The applicant shall on receipt of the letter of agreement be able to function as an Acting Level 3 Supervisor for a period of two years full time or equivalent part time from the date of the meeting.

### **5.5.3 Required practical experience.**

5.5.3.1 The applicant shall experience the following during the period of functioning as an Acting Level 3 Supervisor:

5.5.3.1.1 supervision of both Level I and Level 2 Supervisors.

5.5.3.1.2 conducting of Units of Supervisory CPE.

5.5.3.1.3 the publication of a paper on a subject related to Pastoral Ministry or Pastoral Supervision in the period since accreditation as a Level 2 Supervisor. The Paper shall be published in a recognised Journal.

### **5.5.4 Standard for Level 3 Supervisor.**

Applicants for accreditation at Level 3 shall demonstrate the achievement of the following standards:

#### **5.5.4.1 Administrative Awareness and Competence.**

5.5.4.1.1 Ability to teach the planning and organisation of units of Supervisory CPE.

5.5.4.1.2 Ability to lead and coordinate Supervisory CPE programs with due regard for the accountability to the NSWCCPE Inc, the management of the Institution and religious authorities.

## **5.5.4.2 Interpersonal Awareness and Competence.**

- 5.5.4.2.1 Ability to relate pastorally and administratively with the trainees and supervisors to whom responsibility is delegated.
- 5.5.4.2.2 Ability to be accountable to the NSWCCPE Inc for the maintenance of standards in the conduct of programs.
- 5.5.4.2.3 Ability to coordinate multiple courses of CPE.
- 5.5.4.2.4 Ability to be accountable to the management of the institution(s) within which CPE programs are conducted.
- 5.5.4.2.5 Ability to reflect upon these issues and be intentional in response to the situations that arise.

## **5.5.4.3 Intrapersonal Awareness and Competence.**

- 5.5.4.3.1 Ability to be self reflective about the experiences of supervision.
- 5.5.4.3.2 Ability to seek supervision or consultation at appropriate times with appropriate people.
- 5.5.4.3.3 Ability to use new experiences and learning as a means of growth, enrichment and self awareness.

## **5.5.4.4 Educational Competence.**

- 5.5.4.4.1** Ability to use resources and people of different levels of understanding and different disciplines in a creative educational experience
- 5.5.4.4.2 Ability to keep up to date with developments relevant to Pastoral ministry and Pastoral Supervision and to introduce them to others.
- 5.5.4.4.3 Ability to interpret and apply research outcomes relevant to CPE.
- 5.5.4.4.4 Ability to explore and use different educational methods to facilitate learning.
- 5.5.4.4.5 Ability to write and publish in the area of pastoral ministry and pastoral supervision.

## **5.5.4.5 Theological Awareness and Competence.**

- 5.5.4.5.1 Ability to think creatively about society from a theological perspective.
- 5.5.4.5.2 Ability to integrate theology and the human sciences within the practice of pastoral ministry and pastoral supervision.
- 5.5.4.5.3 Ability to relate faith development, theological thought and spirituality in pastoral and supervisory formation.

## **5.5.5 Application for accreditation as a Level 3 Supervisor.**

An Acting Level III Supervisor shall apply in writing for accreditation. That application shall include the following:

- 5.5.5.1 Written documentation that the applicant has had the experience required during the period of functioning as an Acting Level 3 Supervisor.

5.5.5.2 A cheque for the amount of the fee for accreditation.

5.5.5.3 A copy of their Level II Supervisor Certificate.

5.5.5.4 Evidence of current ecclesiastical position and good standing.

5.5.5.5 Evidence of current membership of NSWCCPE Inc.

### **5.5.6 Materials required to be submitted for accreditation as a Level 3 Supervisor.**

A review committee is concerned with the applicant's ability to demonstrate the personal and professional competence essential for the training of supervisors who train people in pastoral ministry. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline and respect the confidentiality of all persons who might otherwise be identified through the materials. The following written materials which shall not exceed 15,000 words in length, excluding the materials described in paragraphs 5.6.6.2., 5.6.6.6., 13., and 14., below. The materials required are:

5.5.6.1 A cover sheet containing name, address, age, present position of employment, church denomination, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.

5.5.6.2 Copies of previous review findings.

5.5.6.3 A Statement of request by the applicant of the review committee.

5.5.6.4 An autobiography in which the themes that arise in applicant's life journey are understood from their current perspective. This shall include the integration of the theological, spiritual, sociological and psychological aspect of the applicant's life.

5.5.6.5 A statement of and theological reflection upon the applicant's spiritual pilgrimage.

5.5.6.6 A report from the Level 3 Supervisor(s) with whom the applicant trained during the period as a functioning Level 3 Supervisor.

5.5.6.7 A detailed evaluation report of the applicant's education of one supervisor during the time of functioning as a Level 3 supervisor. The report will include:

5.5.6.7.1 The applicant's description of that supervisor including a biographical sketch and giving attention to the applicant's assessment of the supervisor's faith development, learning style, orientation in spirituality and theology and capacity for conceptual understanding at the commencement of the education contract.

5.5.6.7.2 The applicant's description of the supervisory alliance, the process and the issues encountered during the supervision.

5.5.6.7.3 The applicant's description and evaluation of the negotiations involved in the establishment of the supervisory contract with particular reference to:-

5.5.6.7.3.1 clarification of the boundaries surrounding the delegation of authority and responsibility to the supervisor being trained to conduct a Program within the Registered Centre by that Centre Director;

5.5.6.7.3.2 details of negotiations for a fee paid to the applicant for the provision of the supervisory Unit.

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- 5.5.6.7.4 In the case where the applicant is providing the supervisory education within the applicant's own Centre the report shall include:-
- 5.5.6.7.4.1 a description and evaluation of the planning and 'stepping back' process by the applicant for the supervisor being trained to plan and conduct the Program;
  - 5.5.6.7.4.2 an evaluation of the tensions experienced by the applicant and how they were addressed in either allowing the supervisor to function freely or follow established procedures in the Centre.
- 5.5.6.7.5 A description and evaluation of the education of the supervisor, including:-
- 5.5.6.7.5.1 an assessment of the supervisor's development in the supervision demonstrated by clinical materials;
  - 5.5.6.7.5.2 the applicant's comments on the supervisor's written reports;
  - 5.5.6.7.5.3 excerpts from supervisory conferences.
  - 5.5.6.7.5.4 the manner in which particular issues or incidents were addressed in education;
  - 5.5.6.7.5.5 an assessment of the capacity of the supervisor to appropriate the supervisory education.
- 5.5.6.7.6 Evaluation of the applicant's style and method of education and the curriculum covered.
- 5.5.6.7.7 A description of the supervisor's capacity to move towards peership with other supervisors of the level for which the supervisor is functioning and continue to relate personally and professionally with current peers as well as an evaluation of the functioning taken to help the supervisor to understand and make the transition.
- 5.5.6.7.8 A summary description and evaluation (limited to five A4 typed pages) of the applicant's supervision of a supervisor at another level while functioning as an Acting Level 3 Supervisor.
- 5.5.6.7.9 Copies of an evaluation of the supervisory relationship written by the supervisors referred to in paragraphs 5.5.6.7.5 and 5.5.6.7.8.
- 5.5.6.7.10 A report from the Registered CPE Centre Director on the quality of the service delivered by the applicant to the supervisor(s) of the students and the student's service delivery to clients, patients and parishioners
- In the event that the applicant is the Centre Director, a report addressing the quality of service delivery shall be sought by the applicant from a responsible person in the institution qualified to express such an opinion.
- 5.5.6.7.11 A paper of a standard suitable for publication on a subject demonstrating the applicant's possession of:-
- 5.5.6.7.11.1 a clear theory of education and supervision.
  - 5.5.6.7.11.2 an appreciation of a significant theological writer, or the exegesis of a passage of Scripture;

- 5.6.6.7.11.3 the ability to practice the provision of supervisory education in the context of pastoral ministry within the Church.
- 5.6.6.7.12 report by the applicant of her/his functioning as a Level 3 supervisor including:
  - 5.6.6.7.12.1 an evaluation of the applicant's relationship(s) with the consultant(s) engaged during the period of functioning Level 3.
  - 5.6.6.7.12.2 an evaluation of the applicant's transition from a Level 2 to Level 3 supervisor including an assessment of significant peer relationships.
- 5.6.6.7.13 a statement regarding completion of the issues surrounding the applicant's functioning as a Level 3 supervisor and plans for the future.
- 5.6.6.7.14 declaration of any written or other complaints against the applicant and the outcome of any investigation.
- 5.6.6.7.15 a letter attesting to the applicant's good standing in her/his denomination.

### **5.6.7 Presentation of Materials.**

The applicant's written papers excluding evaluations and cover sheet material shall not exceed the equivalent of 15,000 words, 12 point font. Copies shall be provided to each member of the review committee at least fourteen (21) days prior to the scheduled day of the review.

### **5.6.8 Review Committee.**

Each review committee shall consist of a majority of Level 3 Supervisors together with a member of a Theological Faculty and or a senior representative of a discipline where supervision plays an integral part in professional formation.

The committee shall normally comprise five members, drawn wherever possible from different accredited centres and shall comply with the guidelines in Sections 7 and 8 of this Handbook.

### **5.6.9 Continuation of Acting Level 3 Status.**

An applicant who has met a review committee and was not accredited as a Level 3 Supervisor may be permitted to continue to function within approved Programs of CPE as an Acting Level 3 Supervisor for such periods as the Executive Committee shall determine on the recommendation of the review committee. Alternatively, they can recommend that the applicant continue as a Level II Supervisor.

Reaccreditation as a Level 3 CPE Supervisor

Accreditation at Level 3 is subject to ongoing review after five years or review at such other periods as the Executive Committee shall from time to time determine in particular instances. It is expected that the applicant shall have supervised in at least one accredited unit of CPE within the period under review. Reaccreditation will not be granted to a supervisor who has not fulfilled this requirement within a ten year period.

### **5.6.10 Application for Reaccreditation.**

Written application for review of accreditation shall be made to the Convener of the Accreditation Committee six months before the five years has expired. The review shall take place before the five years is completed.

### **5.6.11 Reaccreditation Committee.**

The Reaccreditation Committee shall be organised by the Accreditation Convener in accordance with the guidelines in Sections 7, and 8 of this Handbook.

### **5.6.12 Materials for Reaccreditation.**

The following materials are required.

- 5.6.12.1 A cover sheet and recommendations from previous committees. An evaluation (limited to five(5) A4 typed pages) of the salient features of the applicant's work during the past five years, highlighting the high and the low points in the supervisor's relationships with trainees, Level 1, Level 2 and other Level 2 Supervisors, the NSWCCPE Inc, Institution where the Applicant works and Church authorities.
- 5.6.12.2 A statement addressing the Level 3 Supervisor's plans for the future (limited to one A4 typed page).
- 5.6.12.3 A paper relevant to supervisory and/or educational issues of a standard suitable for publication.
- 5.6.12.4 declaration of any written or other complaints against the applicant and the outcome of any investigation.
- 5.6.12.5 A letter attesting to the good standing of the applicant in her/his denomination.

## 6 Supervisors Professional Development

(This is a draft to be approved)

- 6.1 The NSWCCPE requires that all CPE Supervisors undertake 20 units of Professional Development annually.
- 6.2 Each CPE Supervisor will forward to the Accreditation Convenor a copy of their Professional Development Record no later than the 31<sup>st</sup> December each year.
- 6.3 Continuing registration with the NSWCCPE is dependent upon documentary evidence of completed professional development
- 6.4 Professional Development activity for Level 2 and 3 CPE Supervisors will include
  - 6.4.1 at least 7 hours of individual Supervision with an Accredited Supervisor (7 units) and
  - 6.4.2 at least 1 hour of peer supervision at a NSWCCPE Professional Development Day (1 hour)
- 6.5 Acting Level 1, Level 1 and Acting Level 2 CPE Supervisors are required to engage in the College Education program.
- 6.6 CPE Supervisors who have completed the College's education program but have not yet presented for Level 2 accreditation are required to attend and present for peer supervision at one Mulgoa weekend and at one Professional Development Day each year. They will also present a record stating that they have obtained 10 hours of individual supervision with a Level 3 or Acting Level 3 CPE Supervisor during the year.
- 6.7 Other professional development activities may include
  - 6.7.1 External peer group supervision, 1 unit per hour
  - 6.7.2 Attending the Russell Fowler Memorial Oration, 3 units
  - 6.7.3 NSWCCPE Professional Development Days, 3 units
  - 6.7.4 NSWCCPE Mulgoa Education Weekends, 5 units
  - 6.7.5 Member of an Accreditation Review Committee, 2 units or 3 as Presenter or Chair
  - 6.7.6 Attending workshops/seminars related to Supervision or Theological Reflection, 3 units
  - 6.7.7 Attending ANZACPE Supervisors Conference, 6 units
  - 6.7.8 Presentation of Teaching Sessions at NSWCCPE Mulgoa Education Weekends or Days, 3 units per session
  - 6.7.9 Doctoral studies or research, 8 units
  - 6.7.10 Journal publication, 6 units
- 6.8 CPE Supervisors may submit to the Convenor of the Professional Standards Committee other activities they consider relevant for approval.

**Accreditation is for five years.**

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With effect from 25<sup>th</sup> September 1997 all Level I, Level II and Level III Supervisors are to present for reaccreditation before the expiry of their five year period. It is the responsibility of the Level I, Level II or Level III Supervisor to initiate the process otherwise their accreditation will lapse automatically.

## 7 Guidelines for Supervisor Accreditation and Reaccreditation

Applicants for accreditation as a Level II Supervisor will follow the requirements and procedures set out in the ANZACPE Manual. These rules apply to applicants for Level I and Level III Supervisor.

### **Handbook.**

All applicants should first make sure they are conversant with the requirements set out in this Handbook.

### **7.1 Request for Accreditation.**

When applicants are ready to present they write to the Accreditation Convener seeking permission to present to a Review Committee.

#### **7.1.1 Application Form**

Application Forms are obtainable from the Accreditation Convener.

#### **7.1.2 Number of Copies of Materials.**

Five (5) copies of all materials including tapes are required, one for each member of the review committee.

#### **7.1.3 Closing Date.**

Unless otherwise stated all copies of the completed application materials are to be in the hands of the members of the review committee no later than 21 days before the date when the applicant is to meet the review committee.

#### **7.1.4 Premeeting Interviews.**

Prior to meeting the review committee the applicant will be contacted and interviewed separately by two members of the committee. The primary purpose of these interviews is to enable the members to present more adequately the applicant to the committee and to increase the confidence of the applicant.

There are no premeeting interviews in a reaccreditation procedure.

#### **7.1.5 Fees.**

The prescribed fee is payable for each application for accreditation or re-accreditation. The current fee for accreditation is \$700. The fee for re-accreditation is \$650. Accreditation and re-accreditation fees for Level 1 and Level 3 are payable to NSWCCPE. Accreditation and re-accreditation fees for Level 2 are payable to ANZACPE.

NSWCCPE pays a honorarium to Review committee members. In the case of an Accreditation; the Chairperson and Presenter each receive \$150, other members of the committee each receive \$100. In the case of a re-accreditation; the Chairperson receives \$150 and the other members each receive \$100.

## **7.1.6 Committee Interview.**

The applicant will receive a letter detailing the date, time and place of the interview and the names of the members of the review committee which have been previously agreed to by the applicant. It is desirable that the applicant be at the location of the interview fifteen (15) minutes before the set time for the interview. Usually the interview will take approximately one hour.

## **7.1.7 Committee Recommendations.**

After the interview, the review committee will determine its recommendation(s) to be forwarded to the Accreditation Convener. The review committee will, immediately after determining its recommendation(s) and the writing of its report, meet and inform the applicant of the outcome

- a) the recommendation(s) being made, and
- b) the report the review committee has written.

The Accreditation Convener will present the recommendation(s) to the Executive Committee and forward a copy of the written report to the applicant. The two members of the review committee who conducted the preliminary interviews will make themselves available to the applicant for discussion about the presentation at a mutually convenient time after the interview if this is desired by the applicant.

Where accreditation or reaccreditation is recommended this will commence from the date of the Executive Committee meeting that determines the matter.

## **7.1.8 Return of Materials**

All materials other than the application Form and one copy of any essays will be returned to the applicant.

## **7.1.9 Debrief.**

Members of the committee may wish to spend some time to debrief themselves after the review process has been completed.

## 8 Guidelines for Review Committees (Level I & III)

### 8.1 The Role of the Accreditation Convener.

- 8.1.1 To receive letters of request to meet a Review Committee for both Accreditation and Reaccreditation.
- 8.1.2 In selecting the members for a review committee the Accreditation Convener shall consider any requirements in these regulations and:
- the cultural and ministry context;
  - gender; and
  - faith tradition
- of both the applicant and the committee members.
- 8.1.3 In the case of second and subsequent reviews for the same level of accreditation, consideration shall be given to some continuity of membership of the review committees.
- 8.1.4 In the process of selection the Accreditation Convener shall indicate to the applicant and the prospective members of the review committee who are the likely members of the review committee so that they can express reservations in relation to any member. This process shall be completed as soon as possible after the receipt of the letter of request.
- 8.1.5 For an Accreditation Review the Accreditation Convener shall request two members of the Review Committee to undertake premeeting interviews with the applicant.
- 8.1.6 For a Reaccreditation Review there are no premeeting interviews.
- 8.1.7 The Accreditation Convener shall:
- 8.1.7.1.1 for an Accreditation Review Committee request one of the members of the committee who is one of the premeeting interviewers to be the Presenter.
- for a Reaccreditation Review Committee process there is not Presenter
- 8.1.8 The Accreditation Convener may request one of the members to be the Chairperson of the committee or allow the committee to select their Chairperson..
- 8.1.9 The Accreditation Convener shall arrange a convenient place and time for the review committee to meet.
- 8.2 The Accreditation Convener shall write to the applicant and the members of the committee informing them of the date, time and place of meeting and the membership of the review committee. The letter to the applicant shall also indicate the expected procedure, which the review committee shall follow including the questions that shall be asked. A copy of the Accreditation Assessment Form shall also be included.

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- 8.3 Once the selection of the membership of the Review Committee is completed, the Accreditation Convener shall forward to them the applicant's materials, any standard questions and any Accreditation Assessment Form.
- 8.4 On receipt of the report of the Review Committee the Accreditation Convener shall send a copy to the applicant and place a copy of the report in the applicant's file.
- 8.5 On receipt of the recommendation(s) of the Review Committee the accreditation Convener shall present them to the next Executive Committee of the NSWCCPE Inc. for determination.
- 8.6 In the case of a successful applicant the Accreditation Convener shall arrange for the appropriate Certificate of Accreditation.

## **8.7 Role of Premeeting Interviewers.**

The role of the premeeting interviewers is to:

- Explore with the applicant the issues that are not yet clear to the interviewer.
- Clarify any issues about the committee procedure that the applicant may have.
- By supportive comments, encourage the applicant to be articulate in the committee experience.
- To be a friendly person in the committee experience.

## **8.8 Role of the Presenter.**

The role of the presenter is to:

- Explore the materials presented in a clear, unbiased and sympathetic manner.
- Write an evaluation of the materials raising and commenting on the important issues that have been identified. The evaluation is not expected to be exhaustive but should be written with the fact that the applicant is to read it in mind.
- Highlight issues the committee needs to clarify during the interview with the applicant.

The Presenter shall forward to the other members of the committee and the applicant a copy of the written report at least 7 days before the date of the interview.

## **8.9 Role of the Chairperson.**

The role of the Chairperson is to:

- To chair the meeting and facilitate the process before during and after the interview.
- To ensure that appropriate hospitality and comfort are provided to the applicant and the members of the Review Committee.
- To be aware of and endeavour to avoid any breaches of fairness or undue pressures that occur during the process.
- To ensure that the process of the Review Committee are maintained at a professional level.
- To ensure that the applicant is correctly assessed against the level of accreditation sought.
- To note any reasons or causes that may be the basis for an appeal and inform the Accreditation Convener of these immediately after the committee meeting.
- To write a report on the presentation for the Accreditation Convener to present to the applicant and place in the records.
- To inform the Accreditation Convener in writing of the Review Committee's recommendation(s) for presentation to the Executive Committee of the NSWCCPE Inc for determination.
- To inform the applicant of the members of the committee who will be available for debriefing or consultation after the meeting.
- If the applicant desires to have an independent person for debriefing facilitate this process.

### **8.10 Role of the Review Committee.**

The role of the Review Committee is to:

- to reread the standard against which the applicant is to be assessed before the meeting of the committee.
- to have read and considered the materials presented by the applicant before they come to the meeting.

The Review Committee shall:

- develop an understanding of the materials presented by the applicant and formulate the additional questions, which are to be asked about the applicant's materials.
- interview the applicant to assess whether the applicant has reached the level of ability required by the standard for a supervisor of the level being requested. This shall be done by asking any standard questions and the questions referred to in paragraph 7.5.4.1. above.

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- conduct the interview in accordance with the high professional standards required by a review committee.
- avoid any process which may appear to disadvantage an applicant through the improper use of power or gender or theology or group dynamics or therapeutic interventions.
- at the conclusion of the interview make a professional assessment of the applicant's total presentation and determine what recommendation(s) should be sent to the Accreditation Convener. The report of the recommendation(s) will include the reasons for the recommendations. Where an applicant is not being accredited or reaccredited the review committee make a recommendation on the applicant's continuing supervisory status.
- cooperatively write a report to be given to the applicant which will be helpful for future training and practice of supervision.

At the conclusion of the process the members may take time to debrief each other.

### **8.11 The Role of the Executive Committee.**

The role of the Executive Committee is to:

- to receive the recommendation(s) of the review committee.
- to determine whether the recommendation(s) of the Review Committee shall be accepted or not.

### **8.12 The Role of the Executive Secretary**

The Secretary of the Executive Committee shall write to the applicant and indicate the decision of the Executive.

The Secretary of the Executive Committee shall write to the Accreditation Convener and indicate the decision of the Executive.

## 9. Accreditation Appeals Procedure

### 9.1 Purpose of the Appeal Procedure.

9.1.1 The NSWCCPE Inc depends upon the professional and prudent judgments of its committees to conduct the appropriate assessment and make recommendations or decisions regarding accreditation. However, in cases where an individual feels that standards were violated which resulted in a negative recommendation/ decision, the right to request a review is ensured.

### 9.2 Principles of Appeal.

9.2.1 In the process of accreditation an applicant shall have a right to an orderly and complete review of a negative recommendation/decision.

9.2.2 An appeal is a review of a negative recommendation/decision regarding accreditation.

9.2.3 An appeal must be based on the grounds that such recommendation/decision was in disregard or violation of the NSWCCPE Inc Standards, Code of Ethics and Procedures set down for accreditation.

### 9.3 Procedures for Initiating an appeal.

9.3.1 If an applicant desires to appeal the recommendation/decision of a review committee, the applicant shall write to the Accreditation Convener within 30 days after the date of the written notice of the negative action. The specific grounds for initiating this appeal and supporting materials must be clearly stated in this written request.

### 9.4 The Accreditation Convener will:-

9.4.1 appoint a three (3) member accreditation appeal review team and designate a secretary;

9.4.2 notify the chairperson of the original accreditation review committee of the appeal request and the composition of the appeal review team;

9.4.3 notify the President of the NSWCCPE Inc of the appeal request and the composition of the appeal review team;

9.4.4 notify the applicant of the names of three (3) member accreditation appeal review team.

9.4.5 The members of the accreditation appeal review team shall have no personal or professional conflict of interest and shall not have participated in the original action. The applicant has 14 days to challenge the composition of the appeal review team by notifying the Accreditation Convener.

9.4.6 The Accreditation Convener sends to each member of the appeal review team the grounds for the appeal.

9.4.7 The applicant sends one copy of the supportive materials to each of the members of the appeal review team.

## **9.5 Procedure of the appeal review.**

9.5.1 The accreditation appeals team studies the following:

- the applicant's supportive materials previously submitted to the original accreditation review committee;
- the presenter's report (if any) with the review committee's action;
- the applicant's grounds for appeal.
- No other material may be considered.

9.5.2 The accreditation appeals team has no authority concerning the reasonableness of the NSWCCPE Inc standards although it may make in its conclusion remarks that are objectively pertinent to these standards and recommendations concerning them.

9.5.3 After reviewing the materials the accreditation appeals team shall either uphold or deny the appeal.

9.5.4 If the appeal is upheld the applicant is granted a new Review Committee with the same materials.

9.5.5 The 3 member appeals team has 60 days from the initiation of the appeal to review and notify the applicant of their response.

9.5.6 The decision of the accreditation appeals review team is final and binding for the NSWCCPE Inc.

## **9.6 Documentation of the Appeal.**

9.6.1 The secretary of the accreditation appeals review team shall prepare a summary report including its findings, decisions and reasons. All of the three (3) panel members shall sign the summary report.

9.6.2 The accreditation appeal review team will send a copy of its summary report within 30 days following the rendering of its decision to the following:

1. the applicant;
2. the Accreditation Convener;
3. the Chairperson of the original review committee;
4. the Secretary of the NSWCCPE Inc.

## **9.7 Cost of the appeal.**

9.7.1 The NSWCCPE Inc will decide in regard to the payment of any reasonable expenses incurred during the process of the appeal.

## 10 Centres

### 10.1 The Standards Required for Centres.

#### 10.1.1 Facilities.

- 10.1.1.1 The Centre shall have an accredited Level II or III Supervisor with expertise in ministering to the client population to provide trainees with an effective educational experience in ministry.
- 10.1.1.2 The Centre shall have a ministry function integrated with the services of the institution, agency or parish of which it is part.
- 10.1.1.3 The Centre shall have adequate office and meeting spaces, library facilities, secretarial services and educational equipment to carry out CPE
- 10.1.1.4 The Centre shall be situated in a milieu, which encourages human growth and dignity, and provides an atmosphere for learning, so that trainees are engaged in multidisciplinary contact with adequate support from theological, church and community resources.
- 10.1.1.5 The Centre shall provide significant opportunities for ministry (patients, clients, inmates or parishioners) adequate for the number of trainees, enabling them to gain a depth of experience and understanding appropriate to their professional development
- 10.1.1.6 The Centre shall have the necessary finances for the fulfilment of its educational function. Provision shall be made for the financial records to be audited annually - a copy of which shall be sent to the NSWCCPE Inc.
- 10.1.1.7 The Centre shall have an administrative structure which authorises the CPE Programs to exist and which is responsible for providing all other essential components.
- 10.1.1.8 The Centre shall maintain a file of trainees and supervisory evaluations. Should a Centre cease operation, placement of these records shall be at the direction of the NSWCCPE Inc.
- 10.1.1.9 The Centre shall pay any necessary Certification and Registration fees to the NSWCCPE Inc.
- 10.1.1.10 The Centre shall register certified trainees with the NSWCCPE Inc's Registrar.
- 10.1.1.11 The Centre shall reapply for registration every five(5) years with the NSWCCPE Inc according to the specified regulations.

#### 10.1.2 Curriculum.

- 10.1.2.1 The curriculum shall be based on the definition of CPE as stated under the Constitution of the NSWCCPE Inc.
- 10.1.2.2 The curriculum shall have a Program which meets the standards set by the NSWCCPE Inc.

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10.1.2.3 The curriculum shall state clearly its aims and objectives.

10.1.2.4 The curriculum shall state how the aims and objectives stem from the purpose of the institution or centre and how these relate to the aims of the NSWCCPE Inc.

10.1.2.5 The curriculum shall state how the trainee is to assume responsibility for learning.

## **10.1.3 Centre Staff.**

10.1.3.1 The Centre shall have one or more accredited Level II or Level III Supervisor(s) except with special permission.

10.1.3.2 The Centre shall have access to such theologians, psychologists and interdisciplinary staff as necessary for the education of trainees.

10.1.3.3 The Centre shall have access to secretarial services as required.

10.1.3.4 The Centre shall appoint a representative to the NSWCCPE Inc.

10.1.3.5 The Supervisor(s) shall:

- uphold the standards of the Centre in its selection of trainees and in its implementation of the curriculum;
- accept the number of trainees viable in the setting and circumstance, a minimum of three (3) is prescribed;
- uphold the collective decisions pertaining to the dismissal of trainees;
- respect the philosophy of the institution providing the clinical placement, and;
- attend the “Supervisor Consultation Group” and present regularly for peer review of standards.

## **10.2 The Registration, Administration and Direction of CPE Centres.**

### **10.2.1 Direction of CPE Centres.**

10.2.1.1 In each NSWCCPE Inc registered Centre there shall be one Level II or Level III Supervisor accredited by the NSWCCPE Inc to plan, organise and lead CPE Programs within the centre. This person shall be called the CPE Centre Director.

10.2.1.2 The NSWCCPE Inc retains the right to define the qualification required of a CPE Centre Director for the purpose of registration by the NSWCCPE Inc.

10.2.1.3 An employing body shall consult with the NSWCCPE Inc regarding the name of the person who, meeting these qualifications, shall be recognised by the NSWCCPE Inc as the CPE Centre Director.

10.2.1.4 In the event of a conflict arising when two different employing bodies recommend qualified persons working within the one public institution or organisation, the Executive of the NSWCCPE Inc would make itself available to the Institution as a consultant and adviser.

## **10.3 Application for Registration.**

- 10.3.1 The CPE Centre Director shall apply to the Executive Committee of NSWCCPE Inc requesting that the Centre be registered within a particular institution, organisation or region. This application shall include:
- 10.3.1.1 A report stating the aims and objectives, with an outline of levels of training to be offered: introductory, basic, advanced, supervisory, full time or part time.
  - 10.3.1.2 A document demonstrating the approval by the employer of the CPE Centre Director designate regarding the time and duty commitment required by the CPE Centre Director and other Supervisory Staff.
  - 10.3.1.3 A document demonstrating the understanding and approval by the management of the institution(s) or organisation(s) in which trainees shall be assigned to provide pastoral ministry. This document shall indicate management support for:
    - 10.3.1.3.1 the access of trainees to patients, clients, parishioners and employees;
    - 10.3.1.3.2 provision of institution identification and access to regular staff facilities e.g. cafeteria, library, parking and photocopying;
  - 10.3.1.4 the authority of the CPE Director (should the CPE Centre Director not be employed or contracted by the institution or organisation, the person should receive honorary recognition as a member of staff);
  - 10.3.1.5 provision of the prescribed registration and application fee (A cheque for the prescribed application fees for the first year of operation shall be included. The registration fee will be refunded in full if registration is not effected).

## **10.3.2 Process for Registration and Reregistration.**

- 10.3.2.1 A committee appointed by and accountable to the Executive Committee will process the application.
- 10.3.2.2 The appointed committee should include a representative of the supervisors, and may include consultants from other disciplines and a friend of the Centre (who shall not be a member of staff).
- 10.3.2.3 In processing the application this committee will;
  - make a site visit;
  - report to the executive committee with a recommendation.

## **10.3.3 Accountability for the CPE Program.**

- 10.3.3.1 All Supervisors working within a NSWCCPE Inc Centre are accountable to the Centre Director in association with the "Supervisors' Consultation Group" for maintenance of NSWCCPE Inc standards.

## **10.3.4 Notification of Changes in Centres.**

- 10.3.4.1 The Centre Director will promptly notify the Executive Committee;

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- 10.3.4.1.1 When there is to be change of supervisory personnel. A member of the Executive Committee or Council shall be designated to be a member of the employing bodies' interviewing committee. Also, note that;
- 10.3.4.1.2 Level II Supervisors with ANZACPE accreditation in another organisation seeking appointment to a centre should include in their application a statement of their current standing within their denomination;
- 10.3.4.1.3 Supervisors with other than ANZACPE accreditation prior to appointment need to demonstrate equivalent standards, and include a statement of their current standing within their denomination.
- 10.3.4.2 The Executive Committee will respond to the Centre Director's report in one of the following ways;
- receive the report and take no action;
  - receive the report and take action or make recommendations;

## 11 Code of Ethics for Supervisors

(This code applies to all Level I Supervisors, Level II Supervisors and Level III Supervisors accredited by the NSWCCPE Inc and those who are permitted by the NSWCCPE Inc to act at these Levels during training.)

### 11.1 Preamble.

- 11.1.1 This Code of Ethics derives its values from the Christian Gospel, seeking to express those values that are conveyed in God's New Covenant with human beings as revealed in Jesus the Christ. A Biblical understanding of that covenant relationship is used as the foundation upon which the ethical principles are formed.
- 11.1.2 Another source of understanding is the relationships in the Triune Godhead. Those relationships between the three persons are characterised by divine love. It is that love that is portrayed in the life and ministry of Jesus. It is from his ministry as recorded in Scripture that we are able to translate that love into human relationships in general and into professional relationships in particular.
- 11.1.3 Generally, these values place upon the supervisor an obligation to act out of Christian love towards all trainees. From the demonstration of the divine love in Jesus, the following can be stated.

### 11.2 General Principles.

- 11.2.1 Supervisors are aware of their humanity in both its strength and its weakness.
- 11.2.2 Supervisors are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.
- 11.2.3 Supervisors are aware of the inequalities between humans in society that can be a source of power and coercion over others. These can be cultural, hierarchical, organisational or gender based.
- 11.2.4 Supervisors are aware that there are sources of injustice in families, work places and politics in which they can be unconsciously involved.
- 11.2.5 Supervisors are aware of the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness in others.
- 11.2.6 Supervisors behave and relate professionally toward those people with whom they are in a professional relationship and not permit the muddying of them with dual or multiple relationships that interfere with professional and supervisory relationships.
- 11.2.7 Supervisors respect the integrity of others.
- 11.2.8 Supervisors respect the right to privacy of others.
- 11.2.9 Supervisors treat confidentially all communications with trainees unless otherwise agreed.

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- 11.2.10 Supervisors create a culture of confidentiality in their Programs and other places where they are either supervising or consulting.
- 11.2.11 Supervisors make no decision or take no action that is designed to hurt or harm others with whom they work.
- 11.2.12 Supervisors are aware of the implicit and explicit power in the supervisory alliance and do not use that power to harm or disadvantage a trainee or others with whom they work.
- 11.2.13 Supervisors do not use cultural, racial, gender or other differences to disadvantage trainees or others with whom they work either as colleagues or professionally.
- 11.2.14 Supervisors enhance and enrich the growth and ability of their trainees.
- 11.2.15 Supervisors commit to maintenance and growth of their own professional qualifications and to this end continue in supervision and other learning experiences.
- 11.2.16 Supervisors use supervision, therapy or consultation with peers when they encounter difficult situations or when they are in doubt.
- 11.2.17 Relationships with the Institution or Institutions.
- 11.2.18 Supervisors respect the rights and integrity of the institution(s) and staff where they conduct CPE courses and or have trainees placed.
- 11.2.19 Supervisors negotiate openly, fairly and equitably any arrangements they make.
- 11.2.20 Supervisors educate their trainees to conduct themselves professionally within the institution and with the staff of the institution.
- 11.2.21 Supervisors educate their trainees to abide by the rules of the institution in which they are placed.

### **11.3 Selection of Trainees.**

- 11.3.1 Supervisors approach assessment interviews for prospective trainees as part of the covenanting process upon which the supervisory alliance is established.
- 11.3.2 Supervisors approach the selection of CPE trainees with the care and diligence necessary to assess their suitability for pastoral training.
- 11.3.3 Supervisors establish and operate a selection process that is fair to all prospective trainees. Interviews and other methods of selection are conducted conscientiously and professionally.
- 11.3.4 Supervisors respect the privacy of prospective trainees by not exploring or seeking information beyond what is necessary to assess their suitability for training. They avoid interpreting, using therapeutic methods or attempts to surprise trick or entrap prospective trainees during the assessment process. All materials provided by prospective trainees are treated confidentially and are either returned to them or destroyed when they are no longer needed.
- 11.3.5 Wherever possible, assessment interviews are conducted by at least two people one of whom is the person who will be supervising the prospective trainees. Immediately

after an interview those conducting the interview will reflect on the interview and assess its fairness.

- 11.3.6 Interviews should be similar (perhaps using the same questions) and consistent with good practice for all prospective trainees. Reasons for inclusion or exclusion from a unit shall be confidentially recorded by the interviewers. Equal prospective trainees have equal opportunities of being accepted.
- 11.3.7 Prospective trainees will be notified as soon as possible after a decision has been made.
- 11.3.8 Prospective trainees who are not accepted can ask for reasons for non acceptance. They shall be given an opportunity to appeal the decision to the NSWCCPE Inc whose decision is final.

### **11.4 Covenanting for Supervision.**

- 11.4.1 Before commencing supervision, a supervisor will disclose to the prospective trainee the nature of the supervision to be undertaken. This explanation will include the course requirements of:
- the NSWCCPE Inc.
  - the Centre and
  - the requirements of the centre in which the course is conducted.
- 11.4.2 Time will be given for prospective trainees to ask questions and have them satisfactorily answered.
- 11.4.3 In negotiating a covenant, supervisors will seek to determine what the prospective trainees are desiring to learn. Together the supervisor and the prospective trainees shall determine whether the centre is an appropriate place where they can achieve what they are seeking to learn.
- 11.4.4 Supervisors declare to prospective trainees their orientation to supervision and pastoral care so that together they can decide whether they wish to work together.
- 11.4.5 Covenants vary in nature depending on the course but as a minimum shall include:
- details of the location.
  - details of the time requirements.
  - details of the pastoral placement.
  - details of the course requirements.
  - details of the course components.
  - details of the cost of the course.
  - Supervisors provide these details in written form.

## **11.5 Supervising in Groups.**

- 11.5.1 Supervisors are alert to the subtle pressures that develop in groups and seek to prevent any discrimination between members or between members and themselves. Such discrimination may be cultural, racial, religious, gender, social or organisational in nature.
- 11.5.2 Supervisors encourage members of groups to understand and maintain the confidentiality of the group and the integrity of the group process.
- 11.5.3 Supervisors prevent disempowerment of trainees by any group process in which they are involved.
- 11.5.4 Where open groups are used their purpose shall be understood by the trainees as far as it can be explained within the purpose for which it is being run.
- 11.5.5 Where therapy issues arise in an open group they will be specifically contracted for and shall remain confidential to that process and not used in other aspects of the course.
- 11.5.6 Trainees are entitled to opt out of any group process they experience as intolerable.

## **11.6 Supervising Individually.**

- 11.6.1 Supervisors respect the individuals they are supervising and have as their focus and motivation the growth of the trainee.
- 11.6.2 Supervisors are careful not to create any dual relationship that harms the prior supervisory relationship.
- 11.6.3 Where there are existing prior relationships between the supervisor and the trainee the supervisor does not breach the boundaries of those relationships or the supervisory relationship and create situations that are hurtful to or abusive of the trainees or the supervisor.

## **11.7 Assessment.**

- 11.7.1 In the assessment of trainees, supervisors take into account the NSWCCPE Inc's objectives for the level of training they are conducting.
- 11.7.2 Supervisors have a clear idea about what they expect of their trainees. They convey this to the trainees at the commencement of the unit.
- 11.7.3 Supervisors seek objectivity in their assessment of their trainees. An assessment instrument may be used to assist in achieving that objectivity.
- 11.7.4 The nature of any report written by the supervisor shall be agreed between the supervisor and the trainee at the commencement of the course.
- 11.7.5 Where an organisation sponsors trainees and requests some feedback from the supervisor the nature of this feedback is negotiated with the trainee and the organisation before commencement of the course. These negotiations include the

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nature of the feedback and how and when it will be given. The feedback shall be in a form that effects the supervisory relationship as little as possible and respects the needs and dignity of all involved.

11.7.6 All assessments are accompanied by an appeal procedure.

## **11.8 Closure.**

11.8.1 Supervisors provide adequate time for and facilitate the process of closure as the unit ends. Trainees and supervisors complete units in a manner such that the separation is a learning experience.

11.8.2 Attempts to establish inappropriate contacts with other members are discussed so that they can be understood.

11.8.3 Supervisors do not delay closure of a unit by being slow with reports. If this happens they seek assistance to resolve that causes as quickly as possible so that the reports are received promptly and that there will be no recurrence of the delay.

## **11.9 General Comments.**

11.9.1 Supervisors conduct their practice of supervision in accordance with this code of ethics. If a particular issue is not mentioned in this code, they act in accordance with the spirit of the code.

11.9.2 Supervisors relate to and conduct business with their accrediting bodies honestly and with integrity and if disputes arise they will seek to resolve them directly and if that fails, they will follow the complaints procedure provided.

11.9.3 Breaches of this code of ethics will be viewed seriously and could lead to the NSWCCPE Inc withdrawing accreditation.

I.....agree to supervise in accordance with this Code of Ethics.

Signed.....Date.....

## 12 Code of Ethics for Trainees

12.1 (This code applies to all who participate in Introductory, Basic, Advanced and Supervisory CPE courses provided at Centres registered or provisionally registered by the NSWCCPE Inc. It is to be read in conjunction with the requirements of the Centre in which the course is taken.)

### 12.2 Preamble.

12.2.1 This Code of Ethics derives its values from the Christian Gospel, seeking to express those values that are conveyed in God's New Covenant with human beings as revealed in Jesus the Christ. A Biblical understanding of that covenant relationship is used as the foundation upon which the ethical principles are formed.

12.2.2 Another source of understanding is the relationships in the Triune Godhead. Those relationships between the three persons are characterised by divine love. It is that love that is portrayed in the life and ministry of Jesus. It is from his ministry as recorded in Scripture that we are able to translate that love into human relationships in general and into professional relationships in particular.

12.2.3 Generally, these values place upon the supervisor an obligation to act out of Christian love towards all supervisors, fellow trainees and persons with whom they are pastoring. From the demonstration of the divine love in Jesus, the following can be stated.

### 12.3 General Principles.

12.3.1 These principles indicate the standard to which trainees aspire during their training.

12.3.2 Trainees are aware of their humanity both in its strength and its weakness

12.3.3 Trainees are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.

12.3.4 Trainees are aware of the inequalities between humans in society that can be a source of power and coercion over others. These can be cultural, hierarchical, organisational, racial, religious or gender based.

12.3.5 Trainees are aware of the sources of injustice that can exist in families, work places and other situations and earnestly seek to understand how to withstand them.

12.3.6 Trainees are alert to the politics into which they can be unconsciously drawn and seek to learn ways of resolving the conflicts.

12.3.7 Trainees seek to learn the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness.

12.3.8 Trainees respect the integrity of others.

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## 12.4 As Trainees

- 12.4.1 Trainees use the opportunities for learning provided by the course responsibly.
- 12.4.2 Trainees abide by and respect the rules and practices of the institutions and placements in which they are learning.
- 12.4.3 Trainees behave and relate professionally toward those people with whom they are in a professional relationship and not permit the muddying of those relationships with dual or multiple relationships that are destructive.
- 12.4.4 Trainees respect the right to privacy of their supervisor, fellow trainees and those to whom they minister.
- 12.4.5 Trainees treat confidential all communications with other trainees and those to whom they minister unless otherwise agreed.
- 12.4.6 Trainees hold confidential all information about other trainees and those to whom they minister both during the CPE Program and afterwards.
- 12.4.7 Trainees act benevolently toward fellow trainees and those to whom they minister.
- 12.4.8 Trainees learn to be aware of the implicit and explicit power in both the supervisory alliance and the pastoral relationship. They do not use that power to harm or disadvantage supervisors, fellow trainees or persons to whom they are ministering.
- 12.4.9 Trainees learn to be aware of cultural, racial, gender, religious and other differences. They do not use these differences to disadvantage supervisors, fellow trainees or those whom they pastor.
- 12.4.10 Trainees endeavour to enhance and enrich the growth and ability of their fellow trainees and those whom they pastor.
- 12.4.11 In accepting positions in a CPE Program trainees agree to:
  - enter into the training process and not hinder the learning of other trainees.
  - work cooperatively with their supervisor(s) in the building of a working alliance.
  - cooperatively develop goals and objectives that are attainable within the course.
  - negotiate with the supervisor a learning covenant in an open and honest manner.
  - where a dispute arises that cannot be settled directly they will use the Centre's procedures and
  - if that fails, use the NSWCCPE Inc's Complaints procedure.

I.....agree to work in accordance with this Code of Ethics.

Signed.....

Date.....

## 13 Grievance Procedure

All Clinical Pastoral Education Centres including provisional ones are required by the NSWCCPE Inc to have in place before conducting courses a grievance procedure which has been approved by the NSWCCPE Inc Executive Committee.

The Complainant has the right to use this procedure should their grievance not be resolved by the Centre procedure. Should this procedure not resolve the complaint then the next step is to use the formal Complaints Procedure outlined in this Handbook.

### 13.1 Terminology.

**Grievance.** A grievance is any type of problem, concern or complaint related to the Clinical Pastoral Education Unit being undertaken. A grievance may be about any act, omission, situation or decision that is thought to be unfair, discriminatory or unjustified.

**Complainant.** The person who has made the complaint.

**Respondent.** The person against whom the complaint has been made.

**Resolved.** 'Resolved' may mean that the process is completed in line with the principles of natural justice. It is recognised that the parties may not, in all cases, be satisfied with the outcome or feel that their problem is resolved.

### 13.2 This grievance procedure requires:

1. the complainant shall have first tried to resolve the complaint directly with the respondent.
2. The complainant shall have failed to resolve the complaint by direct negotiation or have felt that she/he could not for good reasons have done so.
3. That the complainant shall have approached the supervisor of the Unit about the complaint and it has not been resolved.
4. That the complainant shall have approached the Centre Director about the complaint and it has not been resolved.
5. That the complainant shall have approached the Centre Director's manager about the complaint and it has not been resolved.
6. That the complainant shall have approached the Centre's appropriate body such as the Human Resources and the complaint has not been resolved.
7. That the complainant has chosen at some stage in the process to bring the complaint to the NSWCCPE Inc.

### **13.3 The complaint will be made to the President of the College.**

On receipt of the complaint the President will refer the complainant to the Chair of the NSWCCPE Inc Professional Ethics Committee.

### **13.4 The Chair of the Professional Ethics Committee shall:**

1. determine if she/he is the right person to deal with the complaint
2. if the Chair of the Professional Ethics believes it is inappropriate for her/him to hear the complaint the Chair shall arrange for another member of the Professional Ethics Committee to hear the complaint. This person shall do what the Chair is required to do about the complaint.
3. if the Chair is satisfied that she/he can proceed the procedure shall be explained to the complainant including what are the possible outcomes.
4. the Chair can decide to involve another member or members of the Professional Ethics Committee in the investigation of the complaint.
5. the Chair shall explain what other options are available to them if they are not happy with this process or its outcome. This includes using the College's Complaints Procedure.
6. the Chair shall take a written record of the complaint.
7. the Chair shall talk to the respondent or respondents separately and impartially to hear their side of the story.
8. the Chair shall then discuss with the complainant what the respondent(s) said and determine what action should be taken to resolve the complaint.
9. the Chair shall ensure that whatever has been agreed actually happens.

### **Rights and Responsibilities.**

#### **13.5 The Complainant's Rights and Responsibilities.**

1. to be provided with information regarding their rights and responsibilities under the Occupational Health and Safety and Anti discrimination legislation.
2. to seek counselling without making a formal complaint.
3. to withdraw from the grievance at any stage, although the complainant may be advised that the Professional Ethics Committee will continue to pursue the complaint if the matter is considered serious or impacts on the organisation's duty of care.
4. to pursue the grievance through alternative channel (such as the Anti-discrimination Board).
5. to identify desired outcomes.
6. to be informed of all decisions and progress made, with consideration given to the privacy of other parties.

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7. to know that no steps will be taken to resolve or review a grievance without the complainant's knowledge, with consideration given to the privacy of all parties.
8. to raise their concerns or grievances at an early stage and providing as much information as possible to assist in the effective resolution of the grievance.
9. to have an observer of their choosing present at any meetings that the complainant attends relating to the grievance.
10. to place comment on the discipline/counselling file that contains the record of their involvement.
11. not to make malicious or vexatious complaints.
12. access to record of meetings in which they attended to enable them to agree that they are an accurate and true record.

### **13.6 The Respondent's Rights and Responsibilities.**

1. to be provided with information regarding their rights and responsibilities under the Occupational Health and Safety and Antidiscrimination legislation.
2. to be provided with protection against any vexation or malicious complaints.
3. to be informed promptly, in writing, of the details of the grievance, the allegations and by whom they have been made.
4. to have an opportunity and sufficient time to respond to the grievance.
5. to seek advice.
6. to be afforded the presumption of innocence until proven otherwise.
7. to be informed of all decisions and progress made, including the evidence found against them.
8. to provide as much information as possible to assist in the effective resolution of the grievance.
9. to have an observer of their choosing present at any meetings that they attend relating to the grievance.
10. to have access to records of meetings which they attended to enable them to agree that they are an accurate and true record.
11. to place comment on the discipline/counselling file that contains the record of their involvement.

### **13.7 Investigation of a Grievance.**

- 13.7.1 An investigation will be conducted where there are inconsistencies between the allegations made by the complainant and the response to these allegations by the

respondent and where either party does not wish to participate in mediation or where mediation is not an appropriate option.

13.7.2 The aim of an investigation will be to determine whether evidence exists that substantiates the allegations that have been made.

13.7.3 The following principles should apply to investigations:

1. Any investigation process will be based on the principles of natural justice for all parties.
2. The Chair of the Professional Ethics Committee should have sufficient knowledge of the subject area or type of issue to be able to carry out the investigation.
3. the main role of the person conducting an investigation will be:
  - 3.1. to collect evidence and facts, locating originals of all relevant documents, and
  - 3.2. obtaining copies for inclusion in a report.
  - 3.3. to store all documents securely during the investigation
  - 3.4. to ensure that all the investigation is carried out in a confidential manner.
4. An investigation process may involve the interviewing of witnesses in the event of conflicting statements between the complainant and the respondent. In these cases, the need for confidentiality should be stressed.

## **13.8 Documentation.**

13.8.1 Persons conducting a grievance are responsible for recording detailed information on the procedure undertaken to resolve a grievance. This information should be kept separately from records that deal with the content of the grievance.

13.8.2 At any stage during the resolution of a grievance or in the future these records of the procedure undertaken to resolve a grievance may be required to be produced. This information can also be used to evaluate the procedure following an unsatisfactory outcome.

## **13.9 Appeals.**

13.9.1 An unsatisfied complainant can ask the President of the NSWCCPE.Inc to review the decision of the Chair of the Professional Ethics Committee if the procedure set out in these rules have not been followed or believe the outcome is unfair.

13.9.2 If the President thinks that the grievance was handled properly no further action will be taken.

13.9.3 If the President thinks that the grievance was not handled properly the President will arrange for another independent person to review the complaint.

13.9.4 An unsatisfied complainant can proceed to use the NSWCCPE Inc Complaints Procedure

### **13.10 Outcomes.**

13.10.1 Possible outcomes of the procedure are:

1. a written apology.
2. any of the outcomes listed in clause 14.19 of the NSWCCPE Inc Complaints Procedure.

## 14 Complaints Procedure

- 14.1 It is the policy of the NSWCCPE Inc that any person making a complaint or being complained about should be treated in a sensitive and caring manner and according to the principle of natural justice.
- 14.2 Any person wishing to make a complaint against a supervisor or any other person involved in one of the NSWCCPE Inc's registered Centres Programs or activities shall contact the President of the NSWCCPE Inc. The President will indicate to that person that there may be a number of ways to make a complaint depending on who the person is about whom the complaint is made. For example, a complaint may be made to the NSWCCPE Inc, to church courts if the person is ordained or employed by a church or to the civil courts. The NSWCCPE Inc will respect the prospective complainant makes.
- 14.3 In the event of the complaint being against the President the person shall contact the Secretary of the NSWCCPE Inc who shall undertake the role of the President in this procedure.
- 14.4 The President shall meet that person as soon as possible. The person wishing to make the complaint may have a support person present. The purpose of this meeting is to discuss the process of the investigation and the estimated time frame. The person is to be given a clear understanding verbally and in writing of the steps to be taken and the roles and responsibilities of the respective participants. The President shall ensure that all persons involved in the process shall receive a copy of this protocol.
- 14.5 The person making the complaint shall be requested to submit, in writing, to the President a detailed account of the allegations. This account shall be signed and dated and shall include the complainant's wishes regarding the outcome of the process. The complainant shall be informed that only the members of the panel and the respondent shall have access to this statement of complaint.
- 14.6 The President shall, as soon as possible after receiving the written complaint, advise the respondent of the allegation and the process that will be followed. That person will also be given a copy of this protocol.
- 14.7 The President shall take all necessary steps to ensure the safety of the complainant and other persons who may be at risk. This may involve suspending a Program pending the outcome of the investigation.
- 14.8 The President shall convene a panel as described in paragraph 14.10. The President shall nominate the convener of the panel and the number members that shall be deemed a quorum. The panel shall conduct a formal investigation of the complaint. The complainant will be informed, in advance, of the identity of the panel members. The panel shall interview the complainant and the purpose of the interview shall be made clear to the complainant prior to it being conducted.
- 14.9 The President shall endeavour to ensure that all persons constituting the panel have an understanding of the principles of investigative interviewing.

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- 14.10 The panel of interviewers shall include the Convener and two other persons who have agreed to be available for the investigation, at least one of whom shall be of the opposite sex to the complainant. At least two members of the panel must be present for the investigation to proceed. The following could also be present if the complainant chooses:
- 14.10.1 a sexual assault worker, or
- 14.10.2 a support person. who shall act only in the role of an observer. As the investigation does not purport to be a 'legal' enquiry, the support person shall not be a legally qualified person.
- 14.11 An observer is obliged to keep the whole matter confidential and can take no part in the investigative process, other than to offer emotional support to the complainant,
- 14.12 In the case of sexual assault, a sexual assault worker shall act to provide support to the complainant and provide information as to the nature of sexual assault to the members of the panel.
- 14.13 The Convener shall tape record all interviews conducted by the panel. The recordings shall be kept under strict control by the Convener so that confidentiality is assured. The complainant, witness or respondent as the case may be shall be given a copy of the recording of their interview with the panel, if so desired.
- 14.14 The complainant shall be informed that no persons, other than those on the interviewing panel, will have access to the tape recording. (However, if the complainant chooses to make a complaint to the police and the matter is pursued through the courts, the complainant shall be informed that the recording can be subpoenaed by the court).
- 14.15 Following the interview with the complainant, the panel will interview any witnesses it deems necessary and any nominated by the complainant. It may also interview any witness to the event who presents of their own volition. If appropriate and requested a Sexual Assault Worker or a support person may be present for these interviews.
- 14.16 The panel shall then interview the respondent. The procedures followed and advice given shall be as above, with the exception that a Sexual Assault Worker and the complainant will not be present. The respondent shall be entitled to have a support person present acting in the role of an observer as defined in 14.11 above.
- 14.17 Following the above interviews, the panel of interviewers will make a decision as to the action they believe should occur and present this in writing to the Executive Committee. The Executive Committee may wish to take legal advice on the wording of the letters to be sent to the complainant and respondent. The outcome of shall be communicated to them as soon as is possible.
- 14.18 Should either the complainant or the respondent initiate legal action this process is suspended pending the outcome of those legal proceedings.
- 14.19 Recommendations that the panel may make to the Executive Committee are;
- 14.19.1 In the case of a person other than a supervisor that recommendation may be:

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- 14.19.1.1 there is no case to answer,
- 14.19.1.2 that a warning be given,
- 14.19.1.3 that a reprimand be given,
- 14.19.1.4 that the trainee be removed from the course,
- 14.19.2 In the case of the complaint being against a supervisor that recommendation may be one or a combination of the following;
  - 14.19.2.1 there is no case to answer,
  - 14.19.2.2 required to work with another supervisor mutually agreed upon by the Supervisor, the respondent and the NSWCCPE Inc.
  - 14.19.2.3 required to be in supervision with a supervisor mutually agreed upon by the Supervisor, the Respondent and the NSWCCPE Inc.
  - 14.19.2.4 suspension of accreditation for a period,
  - 14.19.2.5 removal of accreditation.
  - 14.19.2.6 withdrawal of Centre Registration.
- 14.19.3 If the panel finds a complaint proven it will seek legal advice at that time on its obligation to report the outcome to other bodies to which the respondent may belong. Where such an obligation is established it shall be discussed with the respondent.
- 14.20 The decision of the panel shall be final.
- 14.21 Any appeal against this decision will be in the civil courts
- 14.22 People who have been involved in and affected by this investigation shall be offered a list of names of suitable professionals for support and debriefing.
- 14.23 At its discretion, the NSWCCPE Inc may, on the recommendation of the investigating panel, offer to pay for a limited number of session of professional help for those involved in the investigation.
- 14.24 At the conclusion of the proceedings all records shall be retained in a secure place by the convener for a period of not less than six years, following which, apart from any resolution of the Executive Committee, they shall be destroyed.

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Any questions about this handbook should be addressed to:

The Accreditation Convener,

NSWCCPE Inc.

PO Box 638

JANNALI NSW 2226