

The NSW College of Clinical Pastoral Education HANDBOOK

Section 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.)

10.1 Preamble.

10.1.1 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.

10.1.2 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.

10.1.3 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.

10.2 General Principles.

10.2.1 Supervisors are aware of their humanity in both its strength and its weakness.

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

10.2.3 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.

10.2.4 Supervisors are aware that there are sources of injustice in families, work places and politics in which they can be unconsciously involved.

- 10.2.5 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.
- 10.2.6 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.
- 10.2.7 Supervisors respect the integrity of others.
- 10.2.8 Supervisors respect the right to privacy of others.
- 10.2.9 Supervisors treat confidentially all communications with trainees unless otherwise agreed.
- 10.2.10 Supervisors create a culture of confidentiality in their Programs and other places where they are either supervising or consulting.
- 10.2.11 Supervisors make no decision or take no action that is designed to hurt or harm others with whom they work.
- 10.2.12 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.
- 10.2.13 Supervisors do not use cultural, racial, gender or other differences to disadvantage trainees or others with whom they work either as colleagues or professionally.
- 10.2.14 Supervisors enhance and enrich the growth and ability of their trainees.
- 10.2.15 Supervisors commit to maintenance and growth of their own professional qualifications and to this end continue in supervision and other learning experiences.
- 10.2.16 Supervisors use supervision, therapy or consultation with peers when they encounter difficult situations or when they are in doubt.
- 10.2.17 Relationships with the Institution or Institutions.
- 10.2.18 Supervisors respect the rights and integrity of the institution(s) and staff where they conduct CPE courses and or have trainees placed.
- 10.2.19 Supervisors negotiate openly, fairly and equitably any arrangements they make.
- 10.2.20 Supervisors educate their trainees to conduct themselves professionally within the institution and with the staff of the institution.
- 10.2.21 Supervisors educate their trainees to abide by the rules of the institution in which they are placed.

10.3

10.4 Selection of Trainees.

- 10.4.1 Supervisors approach assessment interviews for prospective trainees as part of the covenanting process upon which the supervisory alliance is established.

- 10.4.2 Supervisors approach the selection of CPE trainees with the care and diligence necessary to assess their suitability for pastoral training.
- 10.4.3 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.
- 10.4.4 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.
- 10.4.5 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.
- 10.4.6 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.
- 10.4.7 Prospective trainees will be notified as soon as possible after a decision has been made.
- 10.4.8 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.

10.5 Covenanting for Supervision.

- 10.5.1 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.
- 10.5.2 Time will be given for prospective trainees to ask questions and have them satisfactorily answered.
- 10.5.3 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.
- 10.5.4 Supervisors declare to prospective trainees their orientation to supervision and pastoral care so that together they can decide whether they wish to work together.

10.5.5 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.

10.6 Supervising in Groups.

10.6.1 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.

10.6.2 Supervisors encourage members of groups to understand and maintain the confidentiality of the group and the integrity of the group process.

10.6.3 Supervisors prevent disempowerment of trainees by any group process in which they are involved.

10.6.4 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.

10.6.5 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.

10.6.6 Trainees are entitled to opt out of any group process they experience as intolerable.

10.7 Supervising Individually.

10.7.1 Supervisors respect the individuals they are supervising and have as their focus and motivation the growth of the trainee.

10.7.2 Supervisors are careful not to create any dual relationship that harms the prior supervisory relationship.

10.7.3 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.

10.8 Assessment.

10.8.1 In the assessment of trainees, supervisors take into account the NSWCCPE Inc's objectives for the level of training they are conducting.

10.8.2 Supervisors have a clear idea about what they expect of their trainees. They convey this to the trainees at the commencement of the unit.

- 10.8.3 Supervisors seek objectivity in their assessment of their trainees. An assessment instrument may be used to assist in achieving that objectivity.
- 10.8.4 The nature of any report written by the supervisor shall be agreed between the supervisor and the trainee at the commencement of the course.
- 10.8.5 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 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.
- 10.8.6 All assessments are accompanied by an appeal procedure.

10.9 Closure.

- 10.9.1 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.
- 10.9.2 Attempts to establish inappropriate contacts with other members are discussed so that they can be understood.
- 10.9.3 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.

10.10 General Comments.

- 10.10.1 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.
- 10.10.2 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.
- 10.10.3 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.....

