

The NSW College of Clinical Pastoral Education HANDBOOK

Section 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.

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.

4.2.4.9 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:

4.2.4.9.1 An assessment of the applicant's ministry based upon clinical materials such as verbatim reports of conversation or counselling sessions, critical incident reports.

4.2.4.9.2 A statement of the manner in which particular pastoral issues were negotiated.

4.2.4.9.3 Delineation of limits established by the applicant in ministry.

4.2.4.9.4 An evaluation of the extent to which the applicant was successful in staying within the limits set.

4.2.4.9.5 The outcome(s) of this ministry for the person being served by the applicant.

4.2.4.10 Trainee and Supervisor evaluations of Advanced Level Unit(s).

4.2.4.11 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

4.2.6 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 trainee's 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.