

## Section 4

### FOUNDATIONAL AND ADVANCED CPE

#### Background and Necessary Conditions for both Foundational CPE and Advanced CPE

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. CPE uses an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), and with knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilises the 'action-reflection' model of learning. The 'action' component entails practical experience in the work of pastoral/spiritual care within a pastoral/spiritual care setting; this care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The 'reflection' component entails the exploration, articulation and integration of the pastoral/spiritual carer's experience, the dynamics present, and the theological/spiritual implications. This 'action-reflection' process is integral to CPE students' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from the 'living human document'.

The specific content of a CPE Unit will depend upon the particular interests and needs of the students and the context(s) in which they offer pastoral/spiritual care. The learning process allows for the addressing of the particular learning goals that each student identifies. The process balances the practical experience of pastoral/spiritual care, small group supervision/interaction, and personal individual supervision, in an integrated programme of experiential and theoretical education.

A CPE Unit is a total learning process of at least 400 hours of supervised learning, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

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 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 students:

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/spiritual ministry, individually and in groups;
4. recognise and appropriately respond to the complexity of issues and emotions associated with pastoral/spiritual experience;
5. work towards developing their own theology/spirituality of pastoral/spiritual care that is both contemporary and functional within the context of their faith tradition;
6. evaluate all aspects of the pastoral/spiritual practice; incorporate new learnings into their perceptions and behaviour.

For each CPE student these **400 hours** include AT LEAST:

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| <b>160 hours</b> | Practicum (i.e. clinical experience in a pastoral/spiritual care placement) of which at least 100 hours is actual face-to-face pastoral/spiritual care. the remaining 60 hours may be spent observing others offering pastoral/spiritual care, preparing and delivering pastoral/spiritual rituals/services, debriefing, inter-disciplinary conferring, collegial conferring, self-care following a particularly challenging pastoral/spiritual encounter, writing notes regarding a pastoral/spiritual care encounter (notes that later may be shaped into a full PER), handover, statistical recording etc ... |
| <b>90 hours</b>  | group supervision, and seminars/didactic-presentations (at least 80% attendance)   |
| <b>10 hours</b>  | one-to-one supervision   |
| <b>140 hours</b> | reading, reflection, and preparation of written/videoed/oral material  |

A CPE Unit can be completed over a minimum of 10 weeks or a maximum of 44 weeks.

A CPE Unit shall be supervised by at least one CPE Educator or a Provisional CPE Educator.

A CPE Unit student peer group shall consist of no fewer than three participants and *usually* no more than six participants.

There should be a dialogue between the student and CPE supervisor concerning the clinical context for a student's practicum as the placement can have a significant impact on a student's learning in a CPE Unit.

Each CPE student is required to prepare in written/visual/oral form AT LEAST:

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| 1 | Personalised Learning Contract / Learning Goals Statement (mutually acceptable to student and supervisor)   |
| 1 | Description of what their received theology/spirituality teaches about pastoral/spiritual care and how their own spiritual journey impacts the pastoral/spiritual care they offer |
| 9 | Pastoral Encounter Reviews (PERs)   |
| 1 | Mid-Unit Evaluation   |
| 1 | End of Unit (Final) Evaluation  |

## **Foundational CPE**

Foundational CPE 1 requires of an applicant an awakened level of personal awareness, pastoral/spiritual formation, and the capacity to work in a professional competency. Further, Foundational CPE 2 builds on the awareness, knowledge and competencies achieved in Foundational CPE 1, further bolstering and extending these competencies.

The NSW College of CPE shall determine the criteria by which:

- 1) applicants are granted entry into Foundational CPE study
- 2) students are assessed as having met the following competencies
- 3) students are acknowledged as having met the following competencies

### **Competencies**

Foundational CPE requires students to be able to demonstrate professional experience and development in each of the following four dimensions of experiential learning:

#### **1. Professional Practice**

Demonstrate the capacity to:

- engage in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances while taking into account individual cultural, spiritual and social backgrounds;
- listen reflectively;
- identify a person's pastoral/spiritual needs and attend appropriately;

- initiate pastoral/spiritual relationships;
- engage with inter-disciplinary staff;
- manifest professional resilience;
- function ethically as a pastoral/spiritual care practitioner

## **2. Reflective Practice**

Demonstrate the capacity to:

- articulate, evaluate and reflect on, in writing (or by a means appropriate to the student's culture and language ability) their pastoral/spiritual care practice and its effect on others
- engage in reflective conversation about their pastoral/spiritual care practice with peers and supervisor
- articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their pastoral/spiritual care
- reflect upon relationships with peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self
- use the action-reflection model to evaluate progress towards their goals and objectives
- engage in self and peer supervision i.e. the ability to hear, engage and reflect upon the support and feedback offered by the CPE supervisor(s) and/or their peer group
- reflect on the ethical considerations associated with pastoral/spiritual care

## **3. Informed Practice**

Demonstrate the capacity to:

- reflect upon particular encounters and pastoral/spiritual experiences within a theological/spiritual framework
- reflect upon and evaluate the meaning of their pastoral/spiritual role in relation to their theology/spirituality and their identity as a pastoral/spiritual carer.

## **4. Evolving Practice**

Demonstrate the capacity to:

- consider and experiment with varied approaches to pastoral/spiritual care;
- explore how the insights gained from their theological/spiritual reflection regarding their pastoral/spiritual experience can be incorporated into subsequent practice

# **FOUNDATIONAL CPE 1**

## **Objectives and Focus**

This course seeks to develop the student's awareness of the dynamics operating in pastoral ministry by encouraging them to become reflective spiritual/pastoral practitioners. It focuses on the development of the student's pastoral identity and on the understanding and practice of theological reflection.

## **Learning Outcomes**

At the end of this course unit, students will be able to:

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| 1. Appraise the relational dynamics occurring in pastoral conversations<br><i>Identify different ways in which patients are affected by and respond to their experience of illness or crisis</i> |
| 2. Employ and evaluate a range of pastoral interventions, including active listening and empathy<br><i>Identify their thoughts and feelings within a ministry event</i>                          |
| 3. Articulate their pastoral identity and the boundaries of the pastoral role<br><i>Articulate the role of the pastoral care practitioner within a ministry context</i>                          |
| 4. Evaluate the effectiveness of a variety of methods of theological reflection<br><i>Use group and individual supervision to evaluate the effectiveness of their ministry</i>                   |
| 5. Integrate their theological/spiritual beliefs with their ministry practice<br><i>Demonstrate an integration of their beliefs with their pastoral/spiritual care practice</i>                  |

## **Content**

The learning in this course is principally through the Pastoral Encounter Review reflection and discussion. The following learning issues will be discussed and taught over the course of the unit when they arise naturally in pastoral/spiritual encounters. Didactic sessions will supplement the PER learning as required.

1. The role of the pastoral/spiritual care practitioner.
2. Pastoral boundaries and informing principles: confidentiality, privacy, patients' rights, ethics, pastoral care contract.
3. Becoming a reflective practitioner.
4. Pastoral interventions: listening skills, empathy, validation, encouraging story telling, pastoral relationship establishment and maintenance.
5. Theological reflection on pastoral encounters and developing one's theology of ministry
6. Spirituality and spiritual reflection
7. Relational dynamics: interpersonal and intrapersonal awareness.
8. Culture and context.
9. Self-care: theology and practice.
10. Child Safety Standards

## **Assignments:**

For details of required written assignments, see the relevant pages of the Course Unit Booklet.

## **FOUNDATIONAL CPE 2**

This course unit seeks to build on the first Foundational Unit of Clinical Pastoral Education (CPE 1) by facilitating deepening awareness of the dynamics operating in pastoral ministry and a greater appreciation of the reflective process. Students/participants are expected to demonstrate competence in spiritual assessment and the development of Pastoral Care Plans.

### **Learning Outcomes**

At the end of this course unit, students should be able to:

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| 1. Analyze and critique the relational dynamics occurring in pastoral conversations<br><i>Identify the relational dynamics occurring in pastoral conversations and critically evaluate the way in which they impact on the pastoral relationship.</i>  |
| 2. Employ and evaluate a range of pastoral interventions, including empathic attunement<br><i>Demonstrate a capacity to use a variety of pastoral interventions with an evaluation of their effectiveness in furthering the pastoral relationship.</i> |
| 3. Articulate the theological or faith foundation that informs their ministry.   |
| 4. Evaluate the effectiveness of a variety of methods of spiritual assessment<br><i>Apply and evaluate the usefulness of a variety of spiritual assessment instruments.</i>  |
| 5. Integrate their theological/spiritual beliefs with their ministry practice<br><i>Demonstrate in their pastoral practice an integration of their theology with their ministry.</i>   |

### **Content**

As with Foundational CPE 1, the learning in this course is principally through Pastoral Encounter Review reflection and discussion. The following learning issues will be discussed and taught over the course of the unit when they arise naturally in pastoral/spiritual encounters. Didactic sessions will supplement the PER learning as required. Students/participants are expected to develop a critical theoretical understanding of the following areas of pastoral/spiritual care and to critically evaluate their pastoral/spiritual practice in the light of psychological/sociological theory and a well-articulated personal theology.

1. The role of the pastoral/spiritual care practitioner.
2. Analysis of relational dynamics.
3. Interpersonal awareness- the operation of transference.
4. Intrapersonal awareness- counter-transference, projection and projective identification.
5. Self-evaluation and critical reflection on ministry
6. Spiritual assessment models - evaluation and application.
7. Articulation of and justification for personal operational theology.
8. Existential questions: suffering and evil.
9. Child Safety Standards

### **Assignments:**

For details of required written assignments, see the relevant pages of the Course Unit Booklet.

## **ADVANCED CPE**

Before being considered for Advanced CPE 3 a student/participant must have completed at least Foundational CPE 1 and CPE 2 and may be required to undertake further Foundational CPE units.

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, professional competency, and will include professional development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies achieved in a student's preceding Foundational CPE units.

Each CPE Centre shall determine the process by which an applicant is granted entry into Advanced CPE study. On completion of the Advanced Unit of CPE the applicant must present to a review committee in order to be granted Advanced Standing.

### **Competencies**

Advanced CPE requires students to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:

#### **1. Professional Practice**

Demonstrates the capacity to:

- provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, spiritual and social backgrounds;
- offer consistent respect for peoples' pastoral/spiritual needs through the use of various pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict resolution, crisis management, and the appropriate use of spiritual resources;
- assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including during critical incidents) whilst maintaining a clear pastoral/spiritual identity;
- work effectively with multi-disciplinary staff;
- manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction and clear, accurate, professional communication;
- demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual care professionals, and/or professionals from other disciplines;
- identify ethical principles in relation to pastoral/spiritual situations

#### **2. Reflective Practice**

Demonstrates the capacity to:

- evaluate and articulate:
  - a) the quality of pastoral/spiritual care provided;
  - b) relationships with peers, supervisors and professional colleagues; and
  - c) progress towards goals and objectives;
- engage in self-supervision and peer-supervision within the CPE Unit;

- identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative pastoral/spiritual styles and interventions;
- reflect on the ethical considerations associated with pastoral/spiritual care, and function ethically as a pastoral/spiritual care practitioner

### **3. Informed Practice**

Demonstrates the capacity to:

- articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with their own personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs;
- identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies;
- consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's own existing theological/spiritual understanding;
- explore and articulate how any particular situation might inform future pastoral/spiritual care practice;
- engage in group and relational processes (including conflict), and explore the theological/spiritual and conceptual issues arising from these processes.

### **4. Evolving Practice**

Demonstrates the capacity to:

- incorporate new learning into subsequent pastoral/spiritual practice and professional relationships, and then to evaluate the impact of this changed practice;
- consider alternative approaches to pastoral/spiritual care, to use a variety of pastoral/spiritual stances with people, and to develop a range of strategies.

## **CPE 3**

This course unit builds on the previous units of Clinical Pastoral Education. It seeks to further develop the student's awareness of pastoral dynamics in a specialised area of ministry. This is achieved by reflection on the student's practical experience of the specialised ministry, together with research into the area of specialisation. A particular focus is on the ethical challenges posed by the ministry specialisation and associated theological dilemmas.

CPE 3 may be undertaken as an 18 point unit for the MA (Chaplaincy) with the Sydney College of Divinity.

Prerequisite: Completion of CPE 2 at credit level or above.

## Learning Outcomes

At the end of this course unit, students should be able to:

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| 1. Formulate a theology of pastoral care demonstrating an integration of pastoral practice with a coherent theological perspective.<br><i>Critically assess the influence of the religious, spiritual, social and institutional context on their ministry</i> |
| 2. Demonstrate mastery of the complex pastoral dynamics within their specialised area.<br><i>Critically engage with ethical issues from a theological perspective</i>   |
| 3. Critically evaluate the ethical and theological issues associated with their chosen area of specialisation<br><i>Provide leadership in a specialized area of ministry for both individuals and groups</i>  |
| 4. Implement and evaluate the pastoral plan for each person they minister to in their area of specialisation  |
| 5. Demonstrate a capacity for leadership in initiating and facilitating group discussion  |
| 6. Critically assess the contribution of research literature (to their ministry practice) in their specialized area.  |

### Content

As with CPE 1 and 2, the learning in this course is principally through Pastoral Encounter Review (PER) reflection and discussion. The following learning issues will be discussed and taught over the course of the unit when they arise naturally in pastoral/spiritual encounters. Didactic sessions will supplement the PER learning as required. In addition to articulating a critical theoretical understanding of the ethical issues relating to pastoral/spiritual ministry, students will be required to develop clinical, theological and ethical awareness of their chosen area of pastoral/spiritual specialization together with the skills required for competent pastoral/spiritual ministry and leadership in that area.

1. Ethical issues relating to the pastoral role
2. Analysis of the dynamics of the pastoral encounters described in the PERs: awareness of one's own relational style- identification of strengths and limitations- 'helicopter' skills- competence in identifying and analyzing transference issues.
3. Identification of the pastoral/spiritual qualities evident in effective pastoral/spiritual relationships: flexibility; maturity; imagination; tolerance of ambiguity;
4. Interpersonal awareness: analysis of the dynamics operating in peer group sessions. Leadership qualities.
5. Intrapersonal awareness: capacity to assess the basis of intuitive responses and evaluate their effectiveness.
6. Exploration of the existential questions and theological/spiritual and ethical issues raised by their area of specialization.
7. Articulation of one's professional pastoral/spiritual identity in a multi-disciplinary team context.
8. Analysis of the institutional culture and its context and their impact on the specialized area of ministry.
9. Ethics of pastoral care: theological foundation, power in pastoral/spiritual relationships, sexuality, bioethics.
10. Theology/spirituality of ministry: articulation of the theological/faith foundation of one's pastoral/spiritual practice- theological/spiritual dilemmas in the area of specialization.

## **Assignments:**

For details of required written assignments, see the relevant pages of the Course Unit Booklet.

### **APPLYING FOR ADVANCED STANDING**

- 1 When a student requests that their CPE 3 unit be recognized at Advanced Standing a review committee will be convened by the Centre Director in liaison with the ARPS Committee Convenor.
- 2 The committee will include four CPE Supervisors consisting of the Centre Director where the student has been working, at least one CPE Supervisor (Level 1) and two supervisors from other CPE Centres of which one will be accredited CPE Educator or Provisional CPE Educator or CPE Educational Consultant.  
The review committee will take account of gender and the faith tradition of the applicant.
- 3 The applicant must submit a payment to the College of \$450 and include a receipt for this payment in their written materials.
- 4 Applicants must prepare four copies of their materials to be submitted to members of the review committee at least 3 weeks prior to the date of their review.
- 5 The applicant will be notified of the review committee's decision at the end of the review.
- 6 Reviews take the following format:
  - 6.1 Committee meets for at least 45 minutes prior to the applicant's arrival to discuss the applicant's material.
  - 6.2 Committee meets the applicant and engages with them using the College's standard questions for Advanced Standing. Additional questions may be asked arising from their materials.
  - 6.3 Applicant withdraws while the committee deliberates and writes its recommendations
  - 6.4 Committee invites the applicant to return to hear its decision and recommendations
  - 6.5 Chairperson sends a written copy of committee's decision and recommendations to the applicant.
- 7 Successful applicants will receive an Advanced Certificate.

### **Materials required for presentation**

The following materials are required for presentation to the Advanced Standing review committee:

- 1 A brief written statement of why the student believes they are functioning as a pastoral practitioner at an advanced level and are claiming their readiness to be granted advanced standing
- 2 An updated autobiographical statement including an account of the student's faith journey and development.
- 3 A Pastoral Encounter Review that is a fair sample of the applicant's current work. The PER 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 A comprehensive case study and evaluation of pastoral ministry in your area of specialisation with one particular person or family to whom ministry was offered over an extended period. The case study will include extracts from verbatim, prayers and any other spiritual resources used.
- 5 The student's Final Evaluation and the Supervisor's Comments of the CPE unit in question and Supervisor's Comments/reports for preceding CPE units.
- 6 An essay, not exceeding 1,500 words, on a subject relating to the students area of specialisation, demonstrating their ability to reflect on a single case, or a selection of cases, in a way that shows integration of theology and ministry/pastoral practice. It is expected that this paper would be of an acceptable tertiary academic standard.
- 7 An evaluative report of an occasion of working with other health professionals as part of a multi-disciplinary team in their pastoral care of a patient or family member

### **Fee**

The fee for an Advanced Standing review committee is \$450.

This is paid to the Administrative Secretary of the College to distribute to committee members.

Should the student have conducted his/her ministry for this unit in a context other than that of the CPE Centre/institution conducting the CPE unit, a letter of support from the Pastoral Placement Coordinator of that clinical placement is requested.