

“Top Ten” Principles in College Development

(These were generated at the June 2006 meeting of the Professional Practice Commission.)

1. A “one size fits all” model will not work across the country because of the diversity of the membership within each provincial college/association. The membership may be more “homogeneous” as in Nova Scotia (comprising Spiritual Care professionals only) or may be more “diverse” as in BC (comprising professionals from many backgrounds, not just Spiritual Care). CAPPE will need to find ways to respond to each province forming a college/association.
2. Within diversity there are common competencies. There is a piece that CAPPE can offer that comes out of the CAPPE ethos.
3. CAPPE may have to give up some of its’ language to have a shared understanding of a competency.
4. CAPPE needs to be open to hear what we have in common with our partnering organizations.
5. CAPPE needs to know who we are in relationship with our partnering organizations.
6. Colleges will be the legal entitlement for CAPPE members to practice.
7. CAPPE will need to provide the education needed to meet the competencies of all of the colleges/associations from across the country. Students will need to be ready for college competency assessment. The implication for CAPPE is that it will need to prepare students to meet the requirements of all provincial colleges and associations.
8. The CAPPE organization is its’ members, and it is CAPPE’s responsibility to support entitlement to work.
9. Those CAPPE members who are working in the provinces on college formation are empowered to act on behalf of CAPPE. (This refers to those individuals who have been so designated by their respective region/regions.)
10. Often, decisions are critical, requiring timely responses on the part of CAPPE National.

Trust the process!