

SECTION I: STANDARDS FOR THE APPROVAL OF PROGRAMS AND THE ACCREDITATION OF EDUCATION CENTRES

Subsection 1 STANDARDS FOR CENTRES OFFERING SUPERVISED PASTORAL EDUCATION

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Subsection 1 STANDARDS FOR CENTRES OFFERING SUPERVISED PASTORAL EDUCATION

These are the standards for approved programs and accredited centres of Supervised Pastoral Education. They are to be applied to the many institutional forms taken by Clinical Pastoral Education, Pastoral Counselling Education, and Supervisory Education.

Supervised Pastoral Education is conducted in varied settings such as:

- acute and long-term care hospitals
- mental health centres
- nursing homes
- parish, synagogue, temple
- provincial and federal correctional settings
- community health clinic
- pastoral counselling centres
- marriage and family therapy centres

Supervised Pastoral Education may be conducted in any context of ministry where appropriate structures exist.

1. SPE programs shall be conducted in a centre which has the following components:
 - a. An administrative structure and plan which describes accountability and defines how the centre will provide essential SPE programs.
 - b. adequate financial resources for the payment of CAPPE/ACPEP fees and for support services such as secretarial
 - c. adequate physical facilities, i.e. office and classroom space
 - d. human resources sufficient to ensure quality education
 - e. a defined population for the conduct of supervised ministry
 - f. When a SPE centre has students placed in assignments which are under separate administration from itself, the following are required:
 - i. Evidence of responsible communication between the affiliated agencies and the primary centre
 - ii. Evidence of sufficient opportunity for ministry and education
 - iii. A written contract which specifies the relationship between the centre and the agency(ies) and includes the following:

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- the amount of time the student will devote to activities at the primary centre and at the placement
 - the functions which the student is expected to carry out in the placement
 - the name of the administrative person or committee in the placement to whom the student is accountable, and a description of the administrative procedures.
 - the provision for regular consultation and communication between the primary centre and the placement, both to facilitate the placement contract and to review the student's performance in the placement setting
2. SPE programs shall be conducted in a centre which has the following educational resources:
- a. A certified Teaching Supervisor or an Associate Supervisor who directs the program.
 - b. The opportunity of teaming with and utilizing the teaching and supervisory skills of other professional persons.
 - c. Ability to accommodate at least three students so that both peer group and individual supervisory learning can take place.
 - d. A Teaching Supervisor, who has received prior written approval by the Accreditation Committee, responsible for no more than six students including any Provisional Supervisor and students supervised by her or him. Exceptions may be granted with the permission of the Accreditation Committee.
 - e. Access to adequate library facilities and educational equipment.
3. All SPE Centre policies and procedures shall be written and all students informed of their content, including:
- a. An admission policy that:
 - accepts people irrespective of race, gender, age, faith group, national origin, sexual orientation, or physical disability.
 - identifies requirements for admission to SPE program(s) offered by the centre
 - b. A financial policy that addresses fees, payment, schedules, refunds, stipends, and benefits.
 - c. A procedure for handling complaints which is consistent with CAPPE/ACPEP Standards
 - d. A procedure for maintaining student records over a five-year period (whereafter they are destroyed) and reporting to the CAPPE/ACPEP office consistent with CAPPE/ACPEP standards and guidelines
 - e. A policy for ethical conduct consistent with the CAPPE/ACPEP Code of Ethics
4. SPE programs shall be conducted in a centre which provides consultation and program evaluation:

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- a. A committee or board composed of people possessed of relevant competencies, i.e., educators, theologians, pastors, and representatives of faith communities charged with the responsibility of providing consultation to the centre's Supervised Pastoral Education program(s)
 - b. A relationship with a theological school or faculty which provides consultation for the SPE program
 - c. On-going program evaluation sufficient to ensure quality education
5. Supervisors, in their program advertising and application forms, shall be required to state they are “a current member of CAPPE/ACPEP”, and they have “SPE Program Approval” via the Accreditation Committee.

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Subsection 2 STANDARDS FOR THE STRUCTURE AND CONTENT OF SUPERVISED PASTORAL EDUCATION

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1. The SPE program shall be designated as either CPE or PCE.
2. A unit of Clinical Pastoral Education (CPE) shall consist of at least 400 hours of supervised learning with two equal emphases:
 - a) 200 didactic hours in pastoral/ spiritual care (i.e. 200 hours of documented study in classroom, small group, workshop, and/or independent study)
 - b) 200 hours of direct pastoral care practice for which at least 40 hours of direct supervision has been received

A unit of CPE may be organized as follows:

- c) in one period of eleven continuous weeks of full-time education
 - d) in two periods of six continuous weeks each of full-time education
 - e) in a period of thirty weeks involving two days of education weekly
 - f) in a period of thirty weeks involving one day of education weekly followed immediately by a period of six continuous weeks of full-time education
 - g) a variation approved by the Accreditation Committee
3. Pastoral Counselling Education (PCE) may be offered in units or through a combination of theoretical courses and clinical experiences known as the course stream:
 - a) A unit of Pastoral Counselling Education consisting of 400 hours shall ordinarily be completed within a period of one year. The components of PCE are varied according to the educational needs of the students and include a mix of the following:
 - i)

30%

Direct Service (Counselling or Group Therapy)
(a total of not less than 250 hours of counselling under supervision at the Advanced level)
 - ii)

30%

Group Supervision (includes Case Conference, Practice Counselling)
 - iii) Individual Supervision (may include some joint supervision of 2 students)
 - iv)

40%

Theory - Basic Modalities of Pastoral Counselling [see (b) below]
 - v) Theological Reflection on the Pastoral Counselling process and on the personal, social, and political implications of Pastoral Counselling
 - vi) Group Integrative Experience (includes Inter-Personal Relations, and may include Personal Growth, Peer Support, and Social Action Groups)

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- vii) Individual Integrative Experience (may include recording, reporting, directed reading, journaling, individual therapy, spiritual direction, review of tapes, preparation for counselling and supervision, and parish contact)

When a student has already completed theoretical course work outside of CAPPE/ACPEP, a portion of time generally devoted to theory may be diverted to direct service, supervision or other experiences.

- b) Pastoral Counselling Education seeks the integration of the students' theological, psychological and sociological perspectives with their experience of ministry. The emphasis to be given to the various components shall be determined by the level of education as well as the goals and needs of the particular student. Accordingly, centres offering units of Pastoral Counselling shall normally:
 - i) survey the history, theology and various models of pastoral care;
 - ii) provide opportunities for the development of specific skills in the practice of pastoral ministry
 - iii) give attention to issues of personal and pastoral identity
 - iv) provide exposure to the various theories of personality, interpersonal relations, marriage and family dynamics, group dynamics and psychotherapy
 - v) encourage dialogue and collaboration with allied professionals, community agencies, etc.
 - vi) provide opportunities for the exploration of spiritual and ethical issues related to pastoral care and counselling
 - vii) provide opportunities for the exploration of social and political issues related to pastoral care and counselling
 - viii) facilitate the development of administrative and other skills related to the practice of pastoral ministry, for example, case management, time management, and the administration of counselling centres
 - ix) encourage mastery of at least one basic style of pastoral counselling, including an understanding of the theory of personality on which it is based and its place among the various styles
 - x) foster an ability to understand and utilize the language of diagnosis as it relates to pastoral counselling
- c) The course stream of Pastoral Counselling Education gives the student the responsibility to assemble an educational package which meets the requirements of the Certification Standards. Centres offering programs of Pastoral Counselling Education in the course stream shall be able to provide access to the educational resources necessary to complete the theoretical and the clinical requirements of the course stream as presented in the Certification Standards.

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4. All SPE programs of any type (Clinical Pastoral Education, Pastoral Counselling Education, or Supervisory) and at any level (Basic, Advanced, Provisional) shall meet the following standards:
- a) the practice of ministry to persons and detailed reporting and evaluation of that ministry
 - b) supervisory access to the student's ministry through such means as direct observation, video and audio recording, and verbatim accounts
 - c) final written evaluations by both the student and the Teaching Supervisor which are shared and signed
 - d) supervision by a Teaching Supervisor certified by CAPPE/ACPEP
There is the opportunity to make use of the expertise from non-CAPPE/ACPEP certified supervisors. Any program wanting to include these non-CAPPE/ACPEP certified supervisors shall receive approval from the Accreditation Committee through the program approval process. **(See Certification, Section IV, Subsection 2A for more detailed information.)**
 - e) an individual contract for learning
 - f) a process model of education and a clinical method of learning
 - g) a theoretical perspective on all elements of the program
 - h) a small group of peers in a common learning experience

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1. Basic SPE focuses on ministry formation and ministry development issues in terms appropriate to students in seminary degree programs, parish clergy, and lay persons.
2. Standards for Basic SPE include:
 - a) the participation of students in a ministry to persons and the appropriate use of observation and/or reporting of that ministry
 - b) individual and group supervision by a certified Teaching Supervisor or an Associate Supervisor
 - c) a contract for learning developed cooperatively between that supervisor and the student.
 - d) the participation of Basic Students or Basic and Advanced Students in a peer group of three to six people
 - e) the presentation of theoretical material appropriate for understanding the particular needs of those to whom the students minister and the various ways of ministering to those persons. This should include material from sources such as theology, the behavioral sciences, and pastoral care and/or counselling
 - f) seminars designed to assist students in integrating their theological understanding and their knowledge of behavior science into their personal functioning
 - g) the involvement of resource persons from other disciplines
3. The *goal* of Basic SPE is to facilitate the process and development of personal and professional identity in students and to assist their growth in professional competence as ministers.
4. Specific *objectives* of Basic SPE for students are:
 - a) to become aware, and demonstrate awareness, of one's person-hood in ministry and of the ways one's ministry affects other persons, including sensitivity to ecumenical, multifaith and multicultural issues.
 - b) to become aware, and demonstrate awareness, of how one's attitudes, values and assumptions affect one's ministry.
 - c) to become aware, and demonstrate awareness, of one's pastoral presence in interdisciplinary relationships.
 - d) to develop the ability to utilize the experiential method of learning.
 - e) to develop the ability to utilize the peer group for support, dialogue and feedback in a way which integrates personal characteristics with pastoral functioning.
 - f) to use individual and group supervision for personal and professional growth and for developing the capacity to evaluate one's ministry.

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- g) to integrate the learning's of theology and the social and human sciences in understanding the human experience.
5. Admission to Basic SPE is based on the following:
- a) An admission interview by the Teaching Supervisor, Associate Supervisor or his or her designate..
 - b) Acceptance by the teaching supervisor of a SPE centre.
 - c) Such other requirements of education and/or experience as a SPE centre may establish.

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1. Advanced SPE is designed for those who have successfully completed Basic SPE as assessed by a Regional Admitting Committee of CAPPE. It provides continuing education for those seeking further development in ministry and for those pursuing certification as a Specialist in Pastoral Counselling or Pastoral Care.
2. Standards for Advanced SPE include:
 - a) participation of students in intensive and extensive pastoral care and/or pastoral counselling with an appropriate variety of pastoral encounters in a pastoral specialty
 - b) participation of students in management or administrative functions and in the examination of the pastoral and theological implications of those functions
 - c) participation of Advanced students or Advanced and Basic students in a peer group of three to six
 - d) individual supervision by a teaching supervisor certified in the appropriate specialty as well as consultation or supervision available from persons in related disciplines
 - e) didactic instruction and the use of literature to provide: an understanding of the client/patient/parishioner from a theological-pastoral and scientific perspective; understanding of the various modes of helping persons in the specific context; and an understanding of leadership styles and principles of management
 - f) a clear definition of a chosen area of specialization. e.g. Pastoral Counselling or Pastoral Care; specialized medical condition; specific agency involvement
 - g) seminars and supervision appropriate to the clinical setting and the student's individual contract for learning with a view toward helping the student integrate both theological understandings and knowledge of behavioural sciences with pastoral functioning
 - h) a specific curriculum developed through consultation with the student which takes into account the student's interest and the unique resources of the SPE centre
 - i) The use of interdisciplinary resource persons.
 - j) Addition standards for the area of specialization are:
 - i) Participation for an extended time in the chosen ministry specialty (at least one unit).
 - ii) Supervision by persons who are competent in the specialized area.
 - iii) Didactic instruction in the specialized area.
3. The goal of Advanced SPE is the development of professional competence in ministry and/or professional competence in a specific ministry specialty.

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4. Specific objectives for Advanced SPE students are:
 - a) To become competent in ministry with persons and groups in various life situations and crisis circumstances and to develop the skills to provide intensive and extensive pastoral care and/or counselling.
 - b) To draw upon the experiential method of learning.
 - c) To engage the support, dialogue, and feedback of the peer group for the integration of personal characteristics with pastoral functioning.
 - d) To become competent in self-evaluation and in utilizing supervision and consultation to evaluate one's pastoral practice.
 - e) To develop the ability to make optimum and integrated use of one's religious heritage, theological, spiritual, and ethical understandings, and knowledge of psychological and social sciences in pastoral ministry to persons and groups, including sensitivity to ecumenical, multifaith and multicultural issues.
 - f) To acquire self-knowledge to a degree that permits pastoral care and/or counselling to be offered within the strengths and limitations of one's own personhood.
 - g) To develop the ability to work as a pastoral member of a multidisciplinary team.
 - h) To develop the capacity to utilize one's pastoral perspectives and competencies in a variety of functions, such as pastoral care, counselling, worship leadership, teaching and administration.

5. Admission to Advanced SPE is based upon:
 - a) Adequate ministry formation/development and experience in ministry which indicates readiness for Advanced SPE.
 - b) Documentation of readiness as outlined in the Certification Standards.
 - c) A consultation interview with an R.A.C.-appointed Consultant, the Supervisor and Student.
 - d) Successful fulfillment of the learning goals set by the Consultant, Supervisor and Student, as evaluated by the Supervisor at Unit's end.
 - e) Ratification of the Supervisor's decision by the Regional Admitting Committee and the Educational Standards Commission.

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Supervisory SPE is designed for the person who has demonstrated to a Regional Admitting Committee the necessary pastoral, professional, and clinical competence needed to begin to learn the art of supervision.

1. Standards for Supervisory SPE
 - a) The program takes place in a SPE centre accredited to offer Supervisory SPE.
 - b) The SPE Teaching Supervisor responsible for Supervisory SPE shall be certified by CAPPE.
 - c) Program requirements for Supervisory SPE include:
 - i) Multiple SPE staff resources.
 - ii) Regular consultation for the supervisor in training
 - iii) Didactic instruction in supervision.
 - iv) A primary Teaching Supervisor for each Provisional Supervisor.
 - v) Regarding workload: an understanding that Provisional and Associate Supervisors normally shall not run more than one unit in any six month period.
 - d) the provision of a peer group for those learning to supervise is desirable.
2. The goal of Supervisory SPE is to learn the art of supervision through the following: education in the theories related to supervision using conceptual models from theology, the behavioural sciences and education; and opportunity to practice supervision under the supervision of a certified CAPPE Teaching Supervisor; and the opportunity to integrate the theory and practice of supervision in one's pastoral and personal identity and to develop an identity as an educator.
3. Specific objectives of Education in Supervision are as follows:
 - a) Conceptual Competence
 - i) To become familiar with the body of knowledge that informs the development of a theory of supervision. This will include:
 - education
 - theology
 - psychology
 - sociology
 - ethics
 - ii) To be able to articulate a philosophy of SPE.
 - iii) To achieve a working understanding of SPE program organization and development.
 - b) Supervisory Competence
 - i) To develop the art and skills of group and individual supervision.

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- ii) To develop the ability to provide leadership in all facets of the SPE program organization, administration and evaluation.
 - iii) To develop the ability to assist students in utilizing an adult learning methodology.
 - iv) To develop the ability to understand and evaluate the students' personal and pastoral resources and to assist them in achieving their own learning goals.
- c) Integration of the Theory and Practice of Supervision
- i) To identify one's own personal strengths and weaknesses in order to safeguard the students' personal and pastoral integrity.
 - ii) To develop one's own professional identity as a SPE Teaching Supervisor.
4. Admission to Supervisory SPE is based upon:
- a) acceptance by a SPE centre accredited for Supervisory Education
 - b) sufficient previous ministry experience for the applicant to demonstrate ability to function pastorally
 - c) certification as a Specialist in either CPE or PCE
 - d) A consultation interview with a R.A.C.-appointed Consultant, the Supervisor and candidate.
 - e) Successful fulfillment of the learning goals set by the Consultant, Supervisor and candidate, as evaluated by the Supervisor at Unit's end.
 - f) Ratification of the Supervisor's decision by the Regional Admitting Committee and the Educational Standards Commission.