

**SECTION I: BASIC SUPERVISED PASTORAL EDUCATION**

- Subsection 1 Admission to Basic SPE**
- Subsection 2 Goals of Basic SPE**
- Subsection 3 Candidates with an Alternative or Irregular Educational Background**
- Subsection 4 Evaluation Guidelines**
  - A. Student's Self Evaluation - Basic**
  - B. Supervisor's Evaluation -- Basic**
- Subsection 5 [CPE/PCE Unit Confirmation](#)**

**Subsection 1 Admission to Basic SPE**

Persons wishing to be admitted to a basic supervised pastoral education (SPE) program should apply according to the procedures and requirements of the education centre of their choice. (CAPPE/ACPEP maintains a list of approved programs, accredited centres and certified supervisors across Canada.)

Procedures normally include an interview conducted by a CAPPE/ACPEP supervisor or another qualified examiner, whom the supervisor may suggest.

**Subsection 2 Goals of Basic SPE**

The goals of basic SPE are as follows:

- A. to become aware, and demonstrate awareness, of one's personhood 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.
- G. to integrate the learnings of theology and the social and human sciences in understanding the human experience.

**Subsection 3 Candidates with an Alternative or Irregular Educational Background**

When a candidate for basic or advanced education comes from an alternative or irregular educational background, the candidate may apply to the chair of the Regional Admitting Committee for placement in CAPPE/ACPEP's educational process. The "Guidelines for entry into or placement in CAPPE/ACPEP's clinical educational process from an alternate or irregular clinical educational background" shall be used in processing this application. (**SEE Appendix V, Section I**)

**SECTION I: BASIC SUPERVISED PASTORAL EDUCATION****Subsection 4 Evaluation Guidelines****Subsection 4 Evaluation Guidelines****A. Student's Self Evaluation - Basic**

Name of Student:  
 Teaching Supervisor:  
 Teaching Centre:  
 Period of Education:  
 Date:

Listed below are the topics to serve as guidelines in writing your evaluation of this educational program. The quotations are the objectives of basic SPE as stated in *Subsection 1*.

1. *"To become aware, and demonstrate awareness, of one's personhood in ministry and of the ways one's ministry affects other persons, including sensitivity to ecumenical, multifaith and multicultural issues."*

Comment on how you experience yourself as spiritual caregiver. Describe your relationship with those to whom you ministered.

2. *"To become aware, and demonstrate awareness, of how one's attitudes, values and assumptions affect one's ministry."*

Comment on how your attitudes, values, beliefs and assumptions affect your spiritual caregiving.

3. *"To become aware, and demonstrate awareness, of one's pastoral presence in interdisciplinary relationships."*

Describe how you function as a participating member in multi-disciplinary teams or groups and evaluate yourself in this role.

4. *"To develop the ability to utilize the experiential method of learning."*

Outline how you have used this experiential method of learning. What new insights and skills have you been able to incorporate into your functioning as a result of this learning?

5. *"To develop the ability to utilize the peer group for support, dialogue, and feedback in a way which integrates personal characteristics with pastoral functioning."*

Describe your relationship with each student in your peer group, evaluating the part you played in the development of this relationship. What have you learned about yourself as a result of each relationship? What significant learnings did you gain regarding group functioning, or the dynamics of groups in general?

6. *"To use individual and group supervision for personal and professional growth and for developing the capacity to evaluate one's ministry."*

Comment on the dynamics of your relationship with your supervisor and other teaching staff, and evaluate yourself as to how you utilized personal supervision.

**SECTION I: BASIC SUPERVISED PASTORAL EDUCATION**

**Subsection 4 Evaluation Guidelines**

7. *"To integrate the learnings of theology and the social and human sciences in understanding the human experience."*

Offer comments on your development in theological reflection and how your theological understandings interrelate with psychological perspectives.

8. What are your professional and personal goals for the future as they relate to SPE?
9. What is your overall response to this experience of SPE?

**SECTION I: BASIC SUPERVISED PASTORAL EDUCATION****Subsection 4 Evaluation Guidelines****B. Supervisor's Evaluation -- Basic**

Name of Student:

Teaching Supervisor:

Teaching Centre:

Period of Education:

Unit of SPE:

Date:

1. How has the person become more self-aware (i.e. demonstrated more self-awareness), including the ways in which his/her functioning affects others, including sensitivity to ecumenical, multifaith and multicultural issues?
2. In what ways has the person become aware (i.e. demonstrated awareness) of her/his attitudes, values and assumptions and how these affect the practice of his/her ministry?
3. In what ways has the person developed a pastoral role in multi-disciplinary relationships?
4. How has the person used the experiential method of learning?
5. Has the person used the peer group for support, dialogue and feedback in a way which will assist her/him in integrating personal characteristics into the pastoral role?
6. How has the person used individual supervision for personal and professional growth and for evaluating his/her ministry?
7. How has the person worked to integrate theology and the psychological sciences in striving to understand the human condition within her/his faith framework?
8. What recommendations would you give this person in terms of his/her expressed learning and vocational goals?

Every Unit evaluation shall include:

- a signed-and-dated declaration (by both student and supervisor), which includes the following:

The Student is requested to check one of the following statements:

I have received, read and discussed this evaluation.

I have received, read and discussed this evaluation but wish to exercise my right to attach a statement regarding my disagreement.

**Subsection 5 CPE/PCE Unit Confirmation**

In claiming the completion of a unit or units of CPE or PCE taken in the past, the final determinant of such completion will be the provision of **an evaluation written and signed by a teaching or associate supervisor of CAPPE/ACPEP at the time the unit was completed.**