

SECTION VII

SCHS

SUPERVISORY

ACPE

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This section of material is section deals with information that is specific to the ACPE Supervisory Education Program at the SCHS System. All information in Sections I-VI applies to students in the supervisory education process. Please consult those sections for all policies and procedures. A copy of the ACPE Standards is available in ACPE System Supervisor's Office and on the ACPE Website www.acpe.edu.

History

In 1992, the Saint Luke's ACPE Center conducted a feasibility study in order to add Supervisory ACPE to the programs of Basic and Advanced ACPE that already existed. The Regional Accreditation Committee received the request in late July and the Committee recommended approval of the request to national. In November, the National Accreditation Commission received the request and voted to grant Accredited Membership to offer Supervisory ACPE at St. Luke's Medical Center ACPE program.

At the same time, the Regional Accreditation Committee approved the request and a Supervisory ACPE student was hired. After completing one unit, she left the program. A delay in the Supervisory ACPE program was planned to deal with organizational changes at the hospital. In the spring of 1993, the same supervisory student apparently returned for a second ACPE unit. In the fall of 1994, a second supervisory student came to the program and stayed through the fall unit in 1997. During the last eight months of his tenure, his training Supervisor left his position and the supervisory student became the Acting Director of Pastoral Care. He continued to receive long distance supervision from the former Supervisor who had left the Center in January 1997. When the new Director of Pastoral Care was appointed, he was terminated from his position.

In 1997, St. Luke's Medical Center became a member of the Caritas Healthcare Partnership, a unique collaboration of three hospitals linked through the ownership by the Sisters of the Charity of Saint Augustine and Columbia/HCA Healthcare Corp. In 1999, the Caritas Partnership went through another reconfiguration, leaving the partnership with Columbia/HCA and joining in a collaboration agreement with the University Hospitals Health System. Following the most recent partnership, St. Luke's Medical Center was closed and the ACPE residents and interns minister at St. Vincent Charity Hospital and St. John West Shore Hospital. The ACPE program was extended to both sites where a supervisory student will serve along with the training Supervisor and Director of Pastoral Care overseeing ACPE in both institutions of the partnership.

In 1999, a new supervisor was hired and she reestablished the supervisor-in-training program. She was involved in supervisory training in 2000 and she left prior to the time her training supervisor left in June 2001. In September 2001, a supervisory candidate, Bob McGeeney was hired to supervise the program and he became a certified Supervisor in September 2003. The system reestablishing the Supervisory ACPE program in January 2004, when Sr. Nancy Beckenhauer joined the program. Nancy became a NACC Associate Supervisor in 2007 and has accepted a supervisory position at another center. In March 2005, a second ACPE Student-in-Supervisory Education (SISE), joined the program and left the program to return to parish ministry in 2006. In 2007, Rev. Vasyl Merchak, became a SISE and is currently working on NACC certification. In 2009, Rev. Faith Proietti, became a SISE and is currently working on ACPE certification.

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In 2008, the SCHS decided to move the ACPE program to the system to better serve the health care institutions from Ohio to South Carolina. Rev. McGeeney, agreed to serve as the System Supervisor of the SCHS and currently two ACPE Supervisors, Rev. Verlin Barnett and Sr. Mary Rae Waller, OP, serve on the supervisory staff. The SCHS is accredited to offer Level I, Level II and Supervisory Education (407.2)

Philosophy and Values

The SCHS and ACPE mission statements both articulate values of 1) respect, 2) integrity, 3) quality, and 4) teamwork. The Supervisory ACPE program contributes to growth in the living out of all of these values.

Respect for the universe and all of life is reflected in the ACPE program's emphasis on the dignity of the person and the efficacy of communal healing.

Integrity as the continually "making one" of the person and the care process, is fostered by the ACPE program's emphasis on emotional and spiritual maturity, its primary methods of fostering accurate feedback on ministry work, and on its own underlying theology of human individual and communal dignity.

Quality in spiritual care is fostered by quality clinical training programs, which provide the basis for the formational educational experience of most professional chaplains in the United States. Quality programs require quality supervisors, trained in programs of excellence.

Teamwork and interdisciplinary learning is central to the relational nature of pastoral and the supervisory learning process.

STANDARDS OF AN ACPE CENTER FOR SUPERVISORY CPE

In consideration of the continuation of a Supervisory ACPE program, the following documentation indicates actions and plans to ensure continued compliance with the ACPE Standards.

301.1 and 302.1 Administration

The system continues to support the idea of having a supervisory student as one of the Residency positions, though our most recent supervisory students have maintained ministries and entered the program as extended supervisory students.

The Supervisory student will use an office in the same suite as the main Pastoral Care offices at St. Vincent Charity Medical Center, which accommodates the SCHS ACPE System Supervisor, the library and conference room, and the classroom. An office is furnished with study carrels and the ACPE Residents use it. In addition, a chaplain night on-call room is located in St. Vincent Charity Medical Center.

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302.2 Pastoral Context

The hospitals of the SCHS System welcome the pastoral service of the current ACPE residents and interns. There are two or more staff chaplains working at each site, in addition to the priest who provides sacramental ministry for the Roman Catholic patients. Expansion and deepening of pastoral presence at these sites is expected and possible with the supervisory ACPE student.

303 Educational Resources

The certified ACPE Supervisor is primarily responsible for the supervision of and involved with the learning process of the Supervisory Student (**303.1, 402.5**). To maintain a faculty of sufficient size any ACPE Associate Supervisor or ACPE Supervisor will educate no more than thirteen (13) Full Time Equivalent Level I/II ACPE students. A student who participates in 32 hours or more is considered 1 FTE and a student who participates in less than 32 hours is considered .5 FTE. A Supervisory Candidate may be the supervisor of no more than six students (the FTE does not apply to the Candidate) under the supervision of a certified supervisor. Each component will maintain a faculty ration of one to four FTE for SISE and Supervisory Candidates. The curriculum further specifies that individual supervision and supervision in the peer group is the responsibility of the ACPE Supervisor (**303.4**).

Professional interchange has occurred through unit team meetings, committees of the center, in-service teaching on pastoral care, and orientation presentations for new employees. Members of the Professional Advisory Group (PAG), many of whom participate in the training of students in their fields, expect to meet with the Supervisory ACPE student and contribute the supervisory expertise of their disciplines. (**303.3**)

The supervisory student will engage in a peer group with supervisory students in meetings that take place monthly in Boardman, Ohio and Elmore, Ohio for an ACPE Peer Group experience. Our intention is to continue participation of the supervisory student and the training Supervisor in these two groups or group within reasonable commuting distance. (**303.5**)

Books have been ordered in the area of ACPE supervision to supplement our present library resources. (**303.6**) The professional library of the ACPE Supervisor supplements this resource. Libraries located in the hospital, university and community, along with the Internet, provides a wealth of additional resources.

304 Policies and Procedures

The Supervisory ACPE admissions policy and procedure as well as the general non-discriminatory policy of the department are specified and included in Section III of the Student Handbook.

A financial policy and procedure, a complaint procedure, a procedure for maintaining student records, a procedure for consultation for students, a procedure for discipline, dismissal and withdrawal of students, a policy for ethical conduct and a statement of student rights and responsibilities apply to ACPE and Supervisory ACPE students alike.

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The procedure for informing supervisory students of their rights and responsibilities in relation to the center is through an individual letter of agreement and is included in the Student Handbook. This includes a section on expectations of all students, the ACPE Standards and Ethics Manual. The Student Handbook contains copies of all the above-mentioned policies and procedures.

301.9.1 Definition of a Unit of Supervisory Education

A unit of Supervisory ACPE consists of 400 hours, which includes no less than 100 hours of structured group and individual education, along with supervisory work and/or spiritual care ministry. A half-unit of Supervisory ACPE consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

224 Program Evaluation

The Professional Advisory Group (PAG) (**305.1**) meets, at least, three times a year and supports the Supervisory ACPE program. Dialogue around the Supervisory ACPE program and the continuation of this program through the Accreditation process demonstrates their interest and support.

There is a process of evaluation (**305.2**) in place for all programs of ACPE. This includes the utilization of standard Accreditation questionnaires and evaluative exit interviews with the student based on their completed questionnaires conducted by the PAG. Documentation from the evaluation process is limited since no evaluation records are available from previous programs.

313 The Supervisory Learning Process

Supervisory ACPE is designed for the qualified person with demonstrated pastoral, professional and clinical competence to learn the art of supervision in a process that includes: education in the theories related to supervision from theology, the behavioral sciences and education; practice of supervision under the supervision of an ACPE Supervisor. In this process, the supervisory student integrates her/his theory and practice of supervision in student's identity as a person, pastor, and educator (**313.3**). The process of developing as an ACPE is a journey, not a linear set of accomplishments, although it includes identifiable accomplishments. Those aspiring to entering in the supervisory process at the Sisters of Charity Health System (SCHS) are committing themselves to life-long learning, with various stages and even setbacks assumed to be part of the journey. Some things will have to be learned or relearned a number of times. Supervisory students need to develop patience and self-acceptance as they learn the art of supervision. Supervision in this program is relationship-oriented, with an emphasis on knowledge of self, responsive collegiality, and courageous self-critique. The path to certification as an ACPE Supervisor parallels a journey through a labyrinth with many twists and turns as it leads towards the destination of certification.

Certification should be seen as the beginning. Students will develop skills that will empower them to become an excellent supervisor in a process of learning making use of the action-reflection-action model. These skills include understanding group process, cultural awareness,

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individual supervision, consultation, clear communication skills, awareness of personal issues that affect supervision, communicating theoretical perspective and continuing to demonstrate competence pastorally and educationally. If any of these proves to be too difficult or distasteful for the student of supervision, the practice of supervision may be outside his/her reach. Evidence of suitability for a vocation as ACPE Supervisor will include a genuine appreciation (and even joy) in the process of becoming certified. Our chief objective is to train excellent candidates who will become certified as ACPE Supervisors. We provide a compassionate and professionally responsible process for those who do not, for whatever reason, attain that goal. The focus of learning is to help the SISE grow and develop competence in the theories, practice and implementation of ACPE programs of excellence (308.9.6).

Improving one's ministry relationships can be achieved through a process of close exploration of real pastoral interaction in which a committed individual can discover the actual effects of his/her ministry work on people. A group of peer ministers provides the arena for feedback on relationships and ministry work generated by spiritual care giving. Such an educational process is highly intimate in nature, as is the pastoral relationship itself. Clinical Supervision is the art of facilitating this learning process through exploration of the inner processes of ministry students' pastoral care work.

The art of clinical supervision thus requires the integrated use of professional level skills, frameworks of understanding and accurate self-awareness. In the excellent supervisor these characteristics are formed into a supervisory identity that functions with creativity, flexibility and imagination to assist the open self-exploration of ministry relationships. The process involves moving toward an integrated identity (315.1) and level of competence (314-319). These involve progressive integration in **supervisory function, supervisory theory and personal growth**.

Supervisory Function is what an authorized individual says and does to promote learning in a clinical education setting. A list of competencies in supervisory function, in the order of progressive learning and organized in three phases includes:

Initial Concepts

- Individual supervisory processes (317.1)
- Group supervisory processes (317.2)
- Articulate about supervisory processes (316.1)
- Assessing student strengths, growing edges and resistance (317.1.1)
- Writing phenomenological descriptions of students and their learning issues using the two page summary format (317.1.3)
- Awareness of the supervisor's cultural perspectives (319.2)
- Evaluation of students' progress in conceptual learning, personal growth and skill development (317.1.3)

Initial Practice:

- Conducting admissions interviews
- Establishing and defining the individual supervisory relationship (315.3)
- Assisting and facilitating students' formulation of goals and progress towards achieving them (317.1.4)
- Facilitating group formation and maintenance towards a cohesion suitable for

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- learning pastoral care **(317.2.1)**
- Awareness of the various cultures represented in the student group as they affect ministry and supervision **(319.2)**
- Using various educational methods to facilitate learning, such as verbatim reports, didactic instruction, group life facilitation, theological reflection etc. **(318.7)**
- Making a variety of creative, prescriptive and timely interventions that make use of one's personality and life history **(317.1.5)**

Autonomous Practice:

- Using theological perspectives to facilitate learning **(316)**
- Using behavioral science perspectives to facilitate learning **(316 and 319.1)**
- Consistently demonstrates awareness of the cultural contexts of diverse students by empowering students to integrate and articulate her/his ethnic identity development and its implications for pastoral practice and supervisory relationships.
- Utilizing one's cultural history to facilitate learning **(315.6; 317.1; 318.7; 318.9; and 319.2)**
- Utilizing institutional systems to promote learning **(318.8)**
- Program management **(318.2)**
- Program development **(318.1)**
- Functions collegially **(408.6)**

Supervisory Theory (308.9.5, 316)

The practice of clinical pastoral supervision requires facility in bringing a theoretical perspective to all elements of one's training programs. Use of theoretical perspectives includes the ability to implement various conceptual frameworks to bring insight to ministry relationship dynamics, including those from theology, behavioral sciences and learning theory. Such perspectives are gained through the combination of:

- Observing the supervision of experienced supervisors
- Reading published theorists
- Comprehending didactic material presented by qualified supervisors
- Formulating, organizing and writing one's own theoretical convictions
- Relating one's theory positions to those of published theorists
- Receiving peer and supervisory feedback on oral and written presentations of one's theoretical positions
- Talking in supervisory arenas about how one's theoretical thinking applies to one's supervisory observations and practice
- Talking in supervisory arenas about how one's supervisory practice demonstrates one's theory positions
- Writing clear summaries of how one has supervised particular students and groups

Congruency requires that a supervisor function from his/her own theoretical frameworks. Thus this program is designed to allow considerable freedom for students to use a variety of theorists as the basis for their own positions. However the supervisor at this ACPE center emphasizes the personality theories of Erik Erikson Rollo May and uses relational psychoanalysis of Mitchell, Pizer and others. Learning theorists preferred by the supervisor of this program include Parker

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Palmer, Donald Schon and Robert Kegan. While the theological thought of no specific theologians is formally taught in this program, Karl Barth, Dietrich Bonhoeffer and the faith development theory of James Fowler have influenced the supervisor.

Personal Growth: Conducting programs of clinical pastoral education requires considerable emotional and spiritual maturity, as well as personal integration. Maturity here refers to the capacity to talk with insight, authenticity and congruence about one's personal history and present functioning in relationship to the experience of one's peers. The supervisory student begins to establish his/her supervisory identity. **(315.2; 317.1.5; 319.1 and 319.2)**

Emotional maturity includes consistent functioning with self-awareness and balance in many arenas of life. Some characteristics that serve as indicators of emotional maturity are:

- Awareness of one's own affect, personal history and person-hood on supervisory function **(315.5)**
- Makes use of her/himself in pastoral practice **(317.1.5)**
- A balance of flexibility and solidity of identity **(315.1)**
- Consistent personal, professional, and ethical responsibility **(101)**
- Capacity for intimate, professional, pastoral relationships **(315.3)**
- Integration of feeling, thinking, talking and function **(315.6)**
- Is aware of and makes use of the multiculturalism of the clients and students to improve the delivery of spiritual care **(319.2)**
- A balance of thinking and feeling in a way that integrates the affective and cognitive functions
- Flow in moving from concrete to abstract and *vice versa* in use of educational methods **(318.8)**

Spiritual maturity is firm yet flexible functioning *vis a vis* one's impression of transcendence as experienced in the major mysteries of human living such as the natural world, intimate and communal relationships, religious belief and expression, and the depths of one's own personality **(315.2)**. It is evidenced in such indicators as:

- Ability to articulate one's own faith positions with congruence and authenticity. Articulating one's faith positions in relationship to one's history of experience in organized religion. Articulating one's faith positions in relationship to one's pastoral functioning. Understanding in depth of more than one faith position. Making use of the theological diversity in the learning environment. **(315.2 and 316.2)**

METHODOLOGY

- **An Admissions Process** through which local ACPE Supervisors serve as consultants regarding the readiness of an applicant for Supervisory ACPE and his/her primary learning issues **(402.4)**.

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Requirements for Admission to Supervisory Education (307.6)

1. The Supervisory Student will fulfill the requirements for all ACPE Students as noted in Section.
 2. Demonstrates the ability to function professionally based on previous ministry experience **(307.6.1)**.
 3. Completed at least four units of Level I/Level II ACPE **(307.6.2, 402.2)**
 4. Successfully demonstrated competence in the ACPE Level I/II Outcomes as demonstrated in the ACPE Supervisor's Evaluation or assessed in the readiness consultation **(307.6.3)**.
 5. Demonstrates familiarity with the Spiritual Care Collaborative Standards for Chaplains **(307.6.4)**.
 6. Participates in a consultation for readiness for the student and supervisor within six (6) months of entering the Supervisory Education process **(307.6.5)**.
 7. The Supervisory Student must maintain membership in ACPE **(307.6.6, 402.1)**.
 8. Acceptance into the Supervisory Education process **(402.3)**.
- **A Process View of Education** which maintains a perspective on the supervisory student as progressing through a series of 1) learning supervisory theory frameworks; 2) competencies that integrate supervisory skills and 3) personal growth achievements. The supervisory student's developmental task is to establish a supervisory identity that is generated within the student, integrated and influenced by supervisory relationships over a period of two years or more. **(318.1)**
 - **Observation** of one or two complete units of ACPE as they are supervised by a certified supervisor. This includes assignments of what to observe, writing group process notes and processing observations with a supervisor on a daily basis.
 - **Actual group and individual supervision** of students, initially under observation by a certified supervisor through a one way mirror, then under indirect supervision until the supervisory student is certified as an Associate Supervisor
 - **Written reports** of admissions interviews, group sessions, individual supervisory conferences and summaries of supervisory learning. Supervisory students begin with the Two Page Summary and develop this tool to facilitate consultation. As students develop written theories and other vignettes are added.

Two Page Summary of a Supervisory Relationship

1. A description of the student
2. A brief history of how the student has used supervision, to include any previous units of CPE
3. An assessment of the student
4. The supervisor's initial supervisory plan

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5. The student's learning goals
6. Description of a supervisory intervention and how it relates to your theory of supervision
7. Describe how the intervention worked or did not work
8. Based on how the intervention worked reflect on how on your next supervisory intervention based on your theory of supervision
9. How did your intervention effect the student's learning
10. Summarize your relationship with the student
11. How did the supervisory relationship change the student's goals or future plans.

Vignette

A vignette is a short report of the educational process with a student or group. A brief history is given, a statement of a supervisory intervention, a reflection on the effectiveness of the intervention and concluding with some thoughts on a future intervention to empower student learning.

- **Literature mastery**, reading writing and conversing of published theorists on the theology, behavioral science and learning theory of clinical supervision.
- **Theoretical writing** of a supervisory student's own theory positions on the theology, personality theory and learning theory of clinical supervision.
- **Individual supervision** weekly, in which the supervisory student works with his/her own individual learning contract and presents supervisory case material and theory on students being supervised or observed. Both parties write a final evaluation document of the supervisory student each quarter, based on the Objectives for Supervisory ACPE and the supervisory student's current Learning Contract.
- **Supervisory Training Peer Group (308.9, 308.9.2)** at least twice a month including all supervisory students and one or more certified supervisors. Each supervisory student presents either theory or case material as scheduled, for peer and professional consultation.
- **Program Evaluation** after each quarter the supervisory student completes the standard Participant Response form.

Supervisory Objectives

The ACPE Program at this center uses the Objectives and Outcomes of Supervisory ACPE to guide the development of Supervisory Students. Evaluations of each unit of Supervisory ACPE

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are reflections on the development of the supervisory student as related to Outcomes. Supervisory students are encouraged to reflect on the Outcomes in his or her evaluation. The Objectives and Outcomes provide a foundation for the four-phase approach to supervisory education employed at this center.

- 313.1** To develop supervisory student's knowledge in theories and methodologies related to ACPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.
- 313.2** To provide students practice in the supervision of ACPE under the supervision of an ACPE Supervisor.
- 313.3** To facilitate students' integration of the theory and practice of ACPE supervision in their identity as a person, pastor and educator.

Supervisory Outcomes

314 Outcomes achieved by Supervisory ACPE Students accrue in six areas of competency derived from the Supervisory ACPE Objectives. A Successful candidate for certification as an ACPE Associate Supervisor demonstrates the following?

315 Competence as a pastoral supervisor

315.1 Maintains personal integrity and a deepening pastoral identity.

315.2 Demonstrates emotional and spiritual maturity.

315.3 Forms meaningful pastoral relationships.

315.4 Self-supervises own on-going pastoral practice

315.5 Refines one's professional identity as a clinical pastoral educator.

315.6 Demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship and student learning.

316 Competence in the theories of supervision

316.1 Articulates understanding of and methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.

316.2 Articulates and implements a philosophy of ACPE based on an educational model integrating the theory and practice of ACPE, which is based on and congruent with one's theology.

316.3 Articulates rationale for multicultural competence, integrating the theory and practice of ACPE, which is based on and congruent with one's theology.

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317 Competence in the practice of ACPE supervision including:

317.1.1.1 Individual supervision

317.1.2 Assesses an individual student's leaning patterns, personality, and religious history as a basis for supervisory strategies.

317.1.2 Supervises students' pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist students' movement toward pastoral identity.

317.1.3 Defines and evaluates student's pastoral and personal resources, and uses supervisory strategies and interventions to facilitate students' learning and development in pastoral care.

317.1.4 Assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.

317.1.5 Uses one's personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style.

317.1.3 Group ACPE supervision

317.2.1 Facilitates development of group interpersonal interaction

317.2. 2 Enables students to use their responses to the program as a leaning experience.

318 Competence in ACPE program design and implementation

318.1 Develops and organizes programs of ACPE based on program educational principles appropriate to experiential learning.

318.2 Manages ACPE programs effectively.

318.3 Develops a variety of ACPE program resources.

318.4 Use diverse clinical educational methods.

318.5 Works with the theological implications of the ministry context.

318.6 Understands and applies professional organizational ethics as they relate to ACPE and pastoral practice.

318.7 Use appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education.

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318.8 Advocates for students based on awareness of how persons' social locations, systems and structures affect one's ministry, learning and the educational procedures.

319 Competence in pastoral education

319.1 Integrates educational theory, knowledge of behavioral science, professional and organizational ethics, theology, and pastoral identity into supervisory function.

319.2 Demonstrates awareness of the cultural contexts of diverse student groups and clinical populations, which integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.

306.2 A BASIC OUTLINE AND APPLICATION OF THE SUPERVISORY CURRICULUM

A. 313 Phase One: Introduction to Clinical Pastoral Supervision

This segment emphasizes observation of group and individual supervisory milieu, immersion in the literature of the field and initial theory development. The supervisory education student (SISE) observes the entire group aspect of one ACPE program and the individual supervision of at least two students by a certified supervisor (**313.2**), writing process notes on each group and individual session. The supervisory student contributes to the writing of final evaluations of the students s/he observes in individual supervision, participates in an ongoing supervisory peer group. The supervisory student involves him/herself in an individual supervisory process with a certified supervisor, participates in the regionally sponsored training events for supervisory students, reads extensively in the literature and begins to develop his/her philosophy of CPE. During this phase, the supervisory student meets the Regional Certification Committee for readiness for supervisory education and then certification as a Supervisory Candidate (**308.9.2, 308.9.3, 308.9.4**). All times are approximations and a SISE may repeat a unit as part of her/his learning process.

Unit One

(at the first unit of the residency or an extended unit)

Expectations: Prepare materials for readiness consultation within six months of initial acceptance into Supervisory Education (**402.4**), silently observe a unit of ACPE and write reflections on your observations of this initial unit of supervisory education (**401.1**)

Standards 308.9.2, 313, 315 and 316

Outcomes: 313.1, 313.2 and 315.1-4, 6

Readings: ACPE History, Pastoral Care, Cultural and Supervisory Issues. Authors to consider in the Supervisory Bibliography include: Augsburg, Frawley-Odea, Hemenway, Palmer, Schon, Steere, Wimberly, and Yalom.

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Summary: In the first unit of supervisory education the student will observe an ACPE peer group. The student will make process notes about group and individual dynamics. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of supervision. Once each week the supervisory student will process, with the ACPE Supervisor, any observations and reading questions. The student will attend the supervisory education student (SISE) peer group at least two times each quarter as s/he begins to demonstrate collegial competence. Throughout the unit, the student will prepare materials to present to an ACPE readiness committee. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Two

(at the midpoint of the residency or after one year of extended unit)

Expectations: Meet with an ACPE Regional Readiness Committee, observe and write up notes about the group dynamics, and draft a theology of supervision paper.

Standards: 313, 316 and 401.2

Outcomes: 313.1, 313.2 and 315.1-4, 6

Readings: Choose theologians who are congruent with the student's tradition and culture. Students generally consult with persons in their tradition along with their training supervisor. Authors to consider in the Supervisory Bibliography include: Buber, Fowler, and Nouwen.

Summary: In the second unit the supervisory student will co-supervise an ACPE peer group with the ACPE Supervisor being present. The student will make process notes and present two page summaries of the Level I/II students. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of the theology of supervision and begin a draft of her/his theological theory of supervision. **To begin understanding the affect of culture on supervision, the SISE will present a reflection paper demonstrating an awareness of his/her culture.** Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. Throughout the unit, the student will complete preparation of readiness materials and schedule a meeting with the ACPE readiness committee. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Three

(at the third unit of the residency or after one and a half years of extended ACPE)

Expectations: Draft Personality Theory Paper, co-lead group, prepares materials for and declares intention to meet Certification Committee for Candidacy.

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Standards: 313 and 316

Outcomes: 313.1, 313.2 and 315.1-4, 6

Readings: Explore personality theories that are congruent with the students supervisory functioning. Authors to consider in the Supervisory Bibliography include: Erikson, Fowler, Gilligan, Jung, and May

Summary: In the third unit the supervisory student will take greater responsibility to co-supervise an ACPE peer group with the ACPE Supervisor being present. The student will make process notes and present two page summaries of the Level I/II students **to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories**. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of personality theory as related to supervision and begin a draft of her/his personality theory of supervision. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. Throughout the unit, the student will begin to prepare Candidacy materials and schedule a meeting with the ACPE readiness committee. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Four

(at end of the residency year or after two years of extended ACPE)

Expectations: Prepare for solo extended group (interview, etc.), draft Education Theory Paper, present Candidacy materials for feedback at every SIT/Supervisory meeting. Possibly meet for Candidacy if Certification Commission meeting dates coincide.

Standards: 313 and 316

Outcomes: 313.1, 313.2, 313.3 and 315.1-6, 316.1-3

Readings: Education and Adult Learning theories and Group theory. Authors to consider in the Supervisory Bibliography include: Agazarian, Knowles, Kegan, Palmer, and Yalom.

Summary: In the fourth unit the supervisory student will take greater responsibility to co-supervise an ACPE peer group with the ACPE Supervisor being present. If the student has achieved candidacy status, s/he may begin to supervise students while the SISE is supervised by an ACPE Supervisor. The student will make process notes and present two page summaries of the Level I/II students **to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories**. In consultation with his/her supervisory, the student will select reading

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materials from the reading list to enhance their understanding of education theory as related to supervision and begin a draft of her/his education theory of supervision. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. If the student has not already met an ACPE Candidacy committee, s/he will meet a committee during this unit. Throughout the unit, the student will complete Candidacy materials and schedule a meeting with the ACPE readiness committee. At the end of the unit, the student will write a self-evaluation of his/her learning.

B. 313 Phase Two: Co-Supervisory Practice

This phase emphasizes developing an identity as a clinical educator, ACPE peer group leadership in partnership with a certified supervisor, written theory development, and individualized assessment of students. The supervisory student functions as co-supervisor in an ACPE program with a certified supervisor, conducts admissions interviews, and individually supervises students (no more than six) under observation by a certified supervisor. At a point mutually identified by the supervisory student and his/her supervisor, the supervisory student begins to take primary responsibility for conducting an ACPE program, including its design, management and evaluation (**401.3**). Peer supervision, regional involvement, and a weekly individual supervisory process remain core methodologies during this phase. During this phase the supervisory student presents the required theory papers to ACPE readers.

Unit Five

(at the first unit of the second year of residency or third year of extended ACPE)

Expectations: Successfully meet the Certification Committee for Candidacy, conduct solo unit and videotape, complete drafts of all three theory papers and present weekly, write student evaluations

Standards: 313, 315, 316, 317 and 318

Readings: Ethics and Self Care. Authors to consider in the Supervisory Bibliography include: Gula.

Outcomes: 313.1, 313.2, 313.3 315.1-6, 316.1-3, 317.1.1 and 317.1.3

Summary: In the fifth unit the supervisory student will take greater responsibility to supervise an ACPE peer group with the ACPE Supervisor being present. If the student has achieved candidacy status, s/he may begin to supervise students while the Candidate is supervised by an ACPE Supervisor. The student will make process notes and present two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of ethics as related to supervision. Once each week the supervisory student will have an individual supervisory conference the

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ACPE Supervisor to process their learning as related to supervision. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. If the student has not already met an ACPE Candidacy committee, s/he will meet a committee during this unit. Throughout the unit, the student will complete prepare his/her supervisory theory papers. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Six

(at the second unit of the second year of residency or third year, second unit of extended ACPE)

Expectations: Submit Theory Papers (no later than mid-unit), lead solo unit, videotape and continue writing assignments from the previous unit.

Standards: 313, 316, 317, and 318

Outcomes: 313.1-3, 315.1-6, 316.1-3, 317.1.5, 317.2.1-2, and 318.5

Readings: Group Theories and Supervision Authors to consider in the Supervisory Bibliography include Frawley-O’dea, May, Steere, Oates, and Schon.

Summary: In the sixth unit the supervisory student will supervise students while supervised by an ACPE Supervisor. The student will make process notes and present two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of group theory as related to supervision. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The student will complete and submit his/her theory papers. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Seven

(at the third unit of the second year or beginning of the fourth year of extended ACPE)

Expectations: Plan and conduct solo unit, rewrite theory papers as needed.

Standards 317 and 318

Outcomes: 313.2, 313.3, 315.1-6, 316-1-3, 318.1, 318.3, 318.5, 318.6, 319.1 and 319.2.

Readings: Continue from previous categories as determined in consultation with the supervisory staff.

Summary: In the seventh unit the supervisory student will supervise students while

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supervised by an ACPE Supervisor. The student will present his/her revision of the curriculum being utilized. The student will make process notes and present two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories. In consultation with his/her supervisory, the student will select reading materials from the reading list to enhance their understanding of culture as related to supervision. The SISE will present written materials about the student's culture and the SISE's culture to reflect on how culture influences the supervisory relationship. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The student will submit or resubmit his/her theory papers. If the theory papers are accepted the student will schedule an appearance before the National Certification Commission. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Eight

(at the fourth unit of the second year or end of the fourth year of extended ACPE)

Expectations: Supervise solo unit and videotape, begin writing papers for Associate Certification Committee and continue rewrite the of theory papers if needed, present drafts of Associate materials and videotape at every meeting of SITs and Supervisors.

Standards 315, 317 and 318

Outcomes: 313.2-3, 317.1.2, 317.1.4, 317.1.5, 318.2, 318.4, 318.5, 318.7-9, and 319.1-2

Readings: Negotiated to meet the student's needs

Summary: In the eighth unit the supervisory student will supervise students while supervised by an ACPE Supervisor. The student will present his/her revision of the curriculum being utilized. The student continues to present process notes and present two page summaries of the Level I/II students that demonstrate growth and awareness of group dynamics, cultural dynamics and her/his theories. In consultation with his/her supervisory, the student will select reading materials to enhance her/his supervisory practice. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The student will submit or resubmit his/her theory papers. If the theory papers are accepted the student will schedule an appearance before the National Certification Commission and begin preparing materials for her/his appearance. At the end of the unit, the student will write a self-evaluation of his/her learning.

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C. 313 Phase Three: Developing Autonomy in Supervision

This segment emphasizes supervising alone under the supervision of a certified supervisor, summarizing the learning path and supervisory efforts of students through a unit of ACPE, program management and integration of theory and practice of supervisory competencies. The supervisory student conducts at least two units of ACPE under a certified supervisor, from design, admissions and orientation through management, written evaluations and assessing the program itself. The Candidate demonstrates collaboration with colleagues as relative equals, respecting their dignity, gifts and depth while honing one's own. This is demonstrated in peer supervision, regional involvement, and a weekly individual supervisory process remains a core element during this phase. During this phase, the student is refining his/her supervisory identity **(313.1)**. The student presents him/herself for certification as an Associate Supervisor during this phase.

Unit Nine

(at the first unit of the third year residency or beginning of the fifth year of extended ACPE)

Expectations: Solo supervision of a group of residents or Level II extended students.

Standards 313, 318 and 319

Outcomes: 313.2-3, 318.7-9 and 319.1-2

Readings: Negotiated with supervisor staff to assist the supervisory student with growing edges

Summary: In the ninth unit the supervisory student will supervise students while supervised by an ACPE Supervisor. The student will present his/her revision of the curriculum being utilized. **The student reflects on their process notes and two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories.** In consultation with his/her supervisory, the student will select reading materials to enhance her/his supervisory practice. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The student will schedule an appearance before the National Certification Commission and prepare materials for her/his appearance. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Ten

(at the second unit of the third year or end of the fifth year of extended ACPE)

Expectations: Continue solo supervision of a unit of ACPE, complete materials for Associate and declare his/her intention to meet National Certification Commission.

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Standards 318 and 319

Outcomes: 313.2-3, 318.7-9 and 319.1-2

Readings: Negotiated with the supervisory to meet the supervisory student's learning issues

Summary: In the tenth unit the supervisory student will supervise students while supervised by an ACPE Supervisor. The student will present his/her revision of the curriculum being utilized. **The student reflects on their process notes and two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories.** In consultation with his/her supervisory, the student will select reading materials to enhance her/his supervisory practice. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The student will schedule an appearance before the National Certification Commission and prepare materials for her/his appearance. At the end of the unit, the student will write a self-evaluation of his/her learning.

Unit Eleven

(at the third unit of the third year or beginning of the six year of extended ACPE)

Expectations: Supervise solo and meet with the Certification Commission for Associate Committee

Standards 318 and 319

Outcomes: 313.3, 318.7, 318.8-9 and 319.1-2

Readings: Primarily established by the supervisory student and shared with the supervisory staff for consultation

Summary: In the eleventh unit the supervisory student will supervise students while supervised by an ACPE Supervisor. The student will present his/her revision of the curriculum being utilized. **The student reflects on their process notes and two page summaries of the Level I/II students to demonstrate a growing awareness of group dynamics, cultural dynamics and her/his theories.** In consultation with his/her supervisory, the student will select reading materials to enhance her/his supervisory practice. Once each week the supervisory student will have an individual supervisory conference the ACPE Supervisor to process their learning as related to supervision and share video taped materials. The student will attend the supervisory education student (SISE) peer group at least two times each quarter and will regularly present materials to the peer group. The

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student will meet the National Certification Commission and may repeat this unit as needed. At the end of the unit, the student will write a self-evaluation of his/her learning.

D. Autonomous Supervision

Upon being granted Associate Supervisor status, the former supervisory student is certified as a person who meets both the formal and functional requirements of ACPE. As an Associate Supervisor, s/he conducts independent units of ACPE at this center or at another accredited APCE center where s/he practices the art of supervision. In supervising independently, s/he demonstrates autonomy in ACPE supervision, which is responsible and collegial. The Associate Supervisor is encouraged to establish or maintain a consultative relationship with a peer group as s/he continues to refine his/her supervision and moves toward ACPE Supervisor status.

Unit 12 (if needed)

Expectations: Independent supervision as a Certified Associate ACPE Supervisor as one begins to work on notations (if needed) and supplemental theories. The new ACPE Associate Supervisor begins her/his job search.

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