

# ANZACPE - where to from here?

## A distillation of the responses from the Member Associations of ANZACPE: Aug 2016

### 1. What do you believe to be the core business (purpose) of your local CPE Association?

- a. To promote within the wider community the philosophical and educational learning objectives of CPE
- b. To promote and provide CPE as quality, primary education for people engaged in offering pastoral / spiritual care
- c. To provide intensive skill-based education and professional development opportunities for people engaged in offering pastoral / spiritual care
- d. To promote on-going research and development of the practice of pastoral / spiritual care within the diverse clinical settings of our members
- e. To promote and provide on-going educational / pastoral support for our members as they function as professionals within diverse clinical pastoral situations
- f. To promote on-going communication with and development of our members as reflective practitioners in their professional lives
- g. To ensure ethical practice, professional standards, processes of accountability, and indemnity insurance for our members
- h. To regularly update our written statements regarding professional standards
- i. To register CPE Centres within our Member Association's region
- j. To maintain our Member Association's website
- k. To meet collegially with our CPE supervisor colleagues for ongoing support and education for ongoing best practice
- l. To enable succession planning through supporting the training of new CPE supervisors
- m. To provide training and supervisory certification of CPE supervisors up to and including Acting Level Two Supr, and to ratify the Level Two Supr Accreditation / Re-Accreditation of supervisors who have been recommended for Accreditation / Re-Accreditation by an ANZACPE Committee

### 2. What do you believe to be the core business (purpose) of ANZACPE?

- a. To be a unifying forum and professional voice to promote the philosophy and practice of CPE within Aust/NZ
- b. To bring together into one body the seven separate CPE Member Associations functioning within Aust/NZ, for the purpose of ensuring common Standards and Accreditation Processes for CPE Supervisors (Level Two Supr to Level Three Supr); and to ensure minimum Standards for all Units - Level One (basic) and Level Two (advanced) - of CPE within Aust/NZ (in the words of one Member Association: *'we are of the view that such Standards and Guidelines need to be broad enough to allow room for individual Associations to shape CPE according to their varying needs, and yet prescriptive enough to provide a united and cohesive foundation for the understanding and practice of CPE in our part of the world'*)
- c. To regularly update these Standards and Accreditation Processes to ensure robust accountability and process transparency
- d. To ensure the involvement of Accredited Level Two supervisors (from Associations other than that of a presenting Candidate), in all Level Two Supr Accreditation and Re-Accreditation Committees; and also the involvement of Accredited Level Three supervisors (from Associations other than that of a presenting Candidate), in all Level Three Supr Accreditation Committees
- e. To ensure a Code of Ethics / Scope and Standards of Practice common to all seven Members Associations
- f. To work with the seven Member Associations for greater cooperation and pooling of resources, where appropriate
- g. To promote and support supervisory CPE training within the seven Member Associations, and to offer supervisory consultation and resources, as requested
- h. To maintain a Registry of the seven Member Associations, plus the CPE Centres within their respective regions
- i. To provide a space to meet together annually for professional development, by pooling our resources and learning from each other as co-journeying adult learners
- j. To promote and support the relevant Member Association in the provision of an annual conference to provide Aust/NZ CPE supervisors with an opportunity for professional development, collegiality and networking
- k. To foster engagement with supervisory peers in contexts wider than one's own member Association
- l. To foster the publishing of theological, pastoral and educational thought arising from the experience of CPE
- m. To foster authentic inter-faith conversations / relationships that enhance the value of CPE within these relationships

### 3. What support do we need as CPE Supervisors?

- a. Clear expectations within ANZACPE: essential, because on one hand the context and culture of each Member Association differ, as do the needs of individual CPE supervisors and CPE groups; and on the other hand there is an increasing demand from the 'market' that CPE be a recognisably uniform educational 'product'
- b. Consensus re the credentialing of CPE supervisors from Level 1 to Level 3
- c. Consensus re the minimum requirements for a Level One (basic) and a Level Two (advanced) Unit of CPE
- d. An appreciation of the various and specific circumstances and contexts within which CPE supervisors function, whilst promoting standardisation and credentialing
- e. Generalised needs include:
  - a sense of belonging and collegiality
  - collegiality with supervisors at similar stages of learning
  - peer group and consultation opportunities
  - support for CPE supervisors working in isolated places
  - experience of different models of CPE
  - supervision networking with other Aust/NZ CPE supervisors
  - on-going supervisory professional development
  - accountability and transparency of practice
  - on-going development of supervisory competency
  - the viability of supervisory training in the current financial climate within institutions and individuals' lives
  - professional advocacy
  - affiliation with the CPE world-wide community
  - affiliation with universities
  - registration as an educational institution
  - marketing of CPE opportunities
  - the publication of an ANZACPE Journal

### 4. Which of these needs can best be met through ANZACPE?

- a. The provision of a unified professional voice for CPE throughout Aust/NZ
- b. The experience of different models of CPE supervision, and the cross-fertilisation of ideas (nationally and internationally)
- c. The fostering of networking and collegiality with other CPE supervisors within Aust/NZ
- d. The fostering of on-going supervisory professional development with other supervisors functioning either at a similar stage of learning, or functioning in similar supervisory roles
- e. The oversight of an annual ANZACPE Conference
- f. The provision of a unified vision for all Aust/NZ CPE Units by ensuring common standards for all CPE Units - Level One (basic) and Level Two (advanced)
- g. The provision of oversight of supervisory CPE education
- h. The fostering of supervisory peer-groups for beginning and intermediate CPE supervisors
- i. The fostering of academic recognition within Australia and within New Zealand
- j. The provision of CPE supervisors to be members of Accreditation Committees
- k. The support and wherewithal for the publication of a ANZACPE Journal
- l. The provision of an up-to-date ANZACPE Website, to communicate much of the above

#### One Member Association wrote thus:

We have a deep-seated appreciation of the historical practice of CPE; the essence and practice being:

- an action-reflection, experiential, self-directed learning process for pastoral care practitioners
- focussed upon the 'living human documents' involved in each pastoral encounter, and
- having as its desired outcome the capacity of the individual student to articulate the many dynamics of their pastoral practice, and to demonstrate the integration within that practice of their person, pastoral identity and theological/spiritual understanding

We note:

- the oft-times rigorous nature of the process, and the increasing sensitivity over the years to ensure that the CPE process is a safe process
- the flexibility within the CPE process to adapt to the many and varied personal and learning needs of CPE participants
- the increasing inclusion within CPE of people from other faith traditions, and the importance of ensuring inclusive language and practice
- an awareness of the tension between the CPE educational /learning approach and the more formal, traditional academic approach to education/learning, and the challenge this has always presented, and still presents, to the content of CPE Units
- the valuing of CPE supervision as a professional undertaking
- the critical need to distinguish between education and therapy, and yet recognising that the CPE process can be, and frequently is, experienced as therapeutic
- in an undertaking that places high value on peer review, the challenge of effectively and fairly assessing and evaluating a person's participation in CPE

## What does your Association value in ANZACPE?

### As an Association?

1. The opportunity to access the wisdom and counsel of supervisory colleagues in other Member Associations
2. The opportunity for external review of our supervisory practice
3. The opportunity for collaboration, networking and collegial relationships
4. The opportunity for supervisory training and education
5. The opportunity to think more widely and diversely beyond the 'local perspective'
6. The collective 25 years of collegial work in regard to supervisory standards, education, knowledge-base and vision re CPE (work mostly contributed voluntarily)
7. The promotion of on-going professional development and education for CPE supervisors by promoting and supporting the annual award for the Diana Goss Professional Paper on Supervision
8. The promotion and oversight of the Education for Supervision workshops post-annual-conferences, plus the training of CPE supervisors
9. The provision of a network Association (ANZACPE) that enables a vital link for the on-going life and development of the smaller Member Associations
10. The opportunity to be part of a wider Association (part of a greater 'body') that gives us more educational credibility
11. The gradual willingness (that has developed over the 25 years) to learn from each other and to work collaboratively, rather than to function in 'silos' – (learning from each Member Association's accumulated CPE wisdom)
12. The organising of 'professional insurance' for CPE supervisors

### Its Standards and Processes?

1. The standardisation and processes for Supervisor Accreditation at Level Two - a very important development in the life of CPE in Aust/NZ
2. The intention to develop common standards and processes for Supervisory Accreditation at Level Three across Aust/NZ
3. The achievements across Aust/NZ for university recognition and academic credit for participation in CPE programmes and support for on-going discussions with universities to grant academic credit and recognition for Supervisory CPE training and supervisory accreditation at all levels

## 5. The Work and Role of Professional Standards.

Responses across Aust/NZ stressed the need for ANZACPE to agree on:

- a. Minimal requirements and processes for completion of all Level One (basic) and Level Two (advanced) CPE Units; such minimal requirements should include all essential aspects of a CPE Unit, without which it would not be CPE
- b. Consistent terminology when describing CPE Units and CPE supervisory status across Aust/NZ
- c. The learning objectives and outcomes for CPE Units at Level One (basic), Level Two (advanced) and all Supervisory Levels
- d. Measurable competencies for each level of CPE achieved

## 6. Engagement with the Universities or other Tertiary Institutes

There was a mix of opinion re the need for CPE to 'hitch itself' to other Tertiary Institutes – this mix ranged from 'run a mile from' to 'let's work with' to 'we need to bed down with.' The following points were made in favour of closer relating:

- a. Closer relating may provide us with alternative funding models for CPE
- b. Closer affiliation may gain academic credit and tertiary qualifications, especially for Supervisory CPE
- c. Let's explore options and pathways for the Member Associations of ANZACPE to become registered educational bodies or to be part of an Aust/NZ educational body
- d. Let's explore alternative pathways for affiliation with other Associations (other than academic) e.g. Spiritual Care Australia (SCA); and/or other supervisory/professional Associations e.g. Australasian Association of Supervision (AAOS)

## 7. Training of CPE supervisors

- a. Various Member Associations expressed appreciation for the role of ANZACPE in:
  - o Encouraging supervisory CPE training programmes pre-and-post ANZACPE conferences (although one author believed such training detracted from the conferences themselves)
  - o Resourcing supervisory training programmes initiated by the smaller Member Associations
  - o Establishing the ANZACPE Professional Standards Committee and maintaining the on-going Level II Supervisory Review processes and procedures
- b. Some Member Associations supported the idea of having a common curriculum for the supervisory training. Others asked for a greater diversity in the supervisory training, with candidates encouraged to seek a wide variety of supervisory models and diverse experiences in being supervised

## 8. Relationship with Spiritual Care Australia (SCA) exploring the desirability, viability and means of strengthening a relationship with SCA:

Many Australian Member CPE Associations favoured developing a working relationship with SCA, whilst making the following observations:

Let's:

- a. Appreciate that an affiliation with SCA may be relevant to the Australian Member Associations, but not to New Zealand
- b. Be wise when affiliating with other professional associations to ensure that they are representative of cognate professional groups and that they are established with common standards across Australia and with voting rights for all the States of Australia
- c. Be clear about the core business of each Association (SCA and ANZACPE), thus valuing our differences and similarities
- d. Work with SCA towards common competencies for the pastoral and spiritual care of those we serve
- e. Be collegial with the use of our common resources and professional development opportunities

## 10. Other matters various Member Associations wished to communicate to ANZACPE

- a. Thanks especially for the work of the Professional Standards Committee and the role of the Chair in enabling the Review Process for Level II supervisors to be a lot safer and fairer
- b. Commendation to the Members of the ANZACPE Executive for building trust, collegiality and just processes
- c. Encouragement for ANZACPE to work towards a unified Association with a central voice; to name and give voice to our values and to relinquish those values that hinder progress in the present organisational and economic climate
- d. Appreciating the heavy workload of ANZACPE Executive members, can ANZACPE consider how to address the on-going workload that these responsibilities bring to the members; time needs to be set aside for this work, rather than allowing the work load to snowball from year to year, resulting in members feeling overwhelmed
- e. The documentation (e.g. the 1990 Interim Constitution with Amendments) and the Standards documents need revision to clarify ANZACPE's authority and focus
- f. Thanks to the Executive in the way quarterly teleconferences have been held over the last 12 months to maintain a focus on the management work of ANZACPE