

ANZACPE

Foundational CPE and Advanced CPE

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. CPE uses an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), with knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilizes the '*action-reflection*' model of learning. The '*action*' component entails practical experience in the work of pastoral/spiritual care within a pastoral/spiritual care setting; this care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The '*reflection*' component entails the exploration, articulation and integration of the pastoral/spiritual carer's experience, the dynamics present, and the theological/spiritual implications. This '*action-reflection*' process is integral to CPE students'/participants' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from the '*living human documents*.'

The specific content of a CPE Unit will depend upon the particular interests and needs of the students/participants and the context in which they offer pastoral/spiritual care. The learning process allows for the addressing of the particular learning goals that each student/participant identifies. The process balances the practical experience of pastoral/spiritual care, small group supervision/interaction, and personal individual supervision in an integrated programme of experiential and theoretical education.

A CPE Unit is a total learning process of **at least 400 hours of supervised learning**, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

For each CPE student/participant these **400 hours** include **AT LEAST**:

200 hours	'practicum' (i.e. clinical experience in a pastoral/spiritual care placement) of which at least 100 hours is actual face-to-face pastoral/spiritual care; the remaining 100 hours may be spent observing others offering pastoral/spiritual care, preparing and delivering pastoral/spiritual rituals/services, debriefing, inter-disciplinary conferring, collegial conferring, self-care following a particularly challenging pastoral/spiritual encounter, writing notes regarding a pastoral/spiritual care encounter (notes that later may be shaped into a full Pastoral Encounter Review – PER), hand-over, statistical recording etc ...
90 hours	group supervision, and seminars/didactic-presentations (at least 80% attendance)
10 hours	one-to-one supervision (or equivalents)
100 hours	reading, reflection, and preparation of written/videoed/oral material

A CPE Unit can be completed over a minimum of 10 weeks or a maximum of 44 weeks.

A CPE Unit shall be supervised by at least one Clinical Pastoral Educator (CPEd).

A CPE Unit student/participant peer group shall normally consist of no fewer than 4 students/participants and usually no more than 6 students/participants (however, circumstances may warrant exceptions to this norm e.g. 3 students/ participants if insisting on 4 could mean that a Unit may never become available for those 3 applicants; or 8 students/participants if 2 CPEds are facilitating within the same Unit).

37 The clinical context for a student's/participant's practicum needs to be made in dialogue with the CPED,
38 as the placement can have a significant impact on a student's/participant's learning in a CPE Unit.

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40 Each CPE student/participant is required to prepare in written/visual/oral form **AT LEAST:**

1	personalised Learning Contract / Learning Goals Statement (mutually acceptable to the student/participant and the CPED)
1	presentation that names and explores their own theological/spiritual understanding and how their understanding informs/impacts the pastoral/spiritual care they seek to offer
9	Pastoral/Spiritual Encounter Reviews (PERs) (or equivalents)
1	Mid-Term Evaluation
1	Final Evaluation

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42 Each CPE student/participant is required to present within the learning group at least **8** of the above 13
43 written/visual/oral materials for peer and supervisor feedback.

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45 Students/participants may be asked to complete other papers, presentations and learning journals as
46 required.

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Foundational CPE

49 Foundational CPE requires of an applicant an awakened level of personal awareness, pastoral/spiritual
50 formation and professional competency. Further Foundational CPEs build on the awareness,
51 knowledge and competencies achieved in Foundational CPE 1, further bolstering and extending these
52 competencies.

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54 Each Member Association shall determine the process by which:

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1) an applicant is granted entry into Foundational CPE study

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2) a student/participant is assessed as having met the following Competencies

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3) a student/participant is acknowledged as having met the following Competencies

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59 Competencies

60 **Foundational CPE** requires students/participants to be able to demonstrate professional experience
61 and development in each of the following four dimensions of experiential learning:

62 Professional Practice

63 Demonstrates the capacity to:

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1) engage in the pastoral/spiritual care of a variety of people with their unique experiences and
65 circumstances, whilst taking into account their individual cultural, spiritual and social
66 backgrounds

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2) listen reflectively

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3) identify a person's pastoral/spiritual needs and attend appropriately

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4) initiate pastoral/spiritual caring relationships

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5) engage with inter-disciplinary staff

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6) manifest professional resilience

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7) function ethically as a pastoral/spiritual care practitioner

73 Reflective Practice

74 Demonstrates the capacity to:

- 75 1) articulate, evaluate and reflect in writing (or by a means appropriate to the
76 student's/participant's culture and language ability) on their pastoral/spiritual care practice and
77 its effect on others
78 2) engage in reflective conversation about their pastoral/spiritual care practice with peers and
79 supervisor
80 3) articulate how their assumptions, attitudes, values, personal story, strengths and limitations
81 impact or influence their pastoral/spiritual care
82 4) reflect upon relationships with peers, supervisors and inter-disciplinary staff, and name the ways
83 these relationships impact on self
84 5) use the action-reflection model to evaluate progress towards their goals and objectives
85 6) engage in self and peer supervision i.e. demonstrate the ability to hear, engage and reflect
86 upon the support and feedback offered by their CPE supervisor and/or their peer group
87 7) reflect on the ethical considerations associated with pastoral/spiritual care

88 **Informed Practice**

89 Demonstrates the capacity to:

- 90 1) reflect upon particular encounters and pastoral/spiritual experiences within a
91 theological/spiritual framework
92 2) reflect upon and evaluate the meaning of their pastoral/spiritual role in relation to their theology/
93 spirituality and their identity as a pastoral/spiritual carer

94 **Evolving Practice**

95 Demonstrates the capacity to:

- 96 1) consider and experiment with varied approaches to pastoral/spiritual care
97 2) explore how the insights gained from their theological/spiritual reflection regarding their
98 pastoral/spiritual experience can be incorporated into subsequent practice

99 A student/participant will usually have completed a number of Foundational CPE Units before being
100 considered for Advanced CPE.
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102 **Advanced CPE**

103 Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual
104 formation, and professional competency, and may include the intention to seek professional
105 development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies
106 achieved in an applicant's preceding Foundational CPEs.

107 Each Member Association shall determine the process by which:

- 108 1) an applicant is granted entry into Advanced CPE study
109 2) a student/participant is assessed as having met the following Competencies
110 3) a student/participant is acknowledged as having met the following Competencies

111 **Competencies**

112 Advanced CPE requires students/participants to be able to demonstrate advanced professional
113 experience and development in each of the following four dimensions of experiential learning:

114 **Professional Practice**

115 Demonstrates the capacity to:

- 116 1) provide written documentation (or by a means appropriate to the student's/participant's culture
117 and language ability) of effective pastoral/spiritual care of a variety of people with their unique
118 experiences, whilst taking into account their cultural, spiritual and social backgrounds

- 119 2) offer consistent respect for people's pastoral/spiritual needs through the use of various
120 pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict
121 resolution, crisis management, and the appropriate use of spiritual resources
122 3) assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including
123 during critical incidents) whilst maintaining a clear pastoral/spiritual identity
124 4) work effectively with multi-disciplinary staff
125 5) manage clinical practice and administrative functions in terms of accountability, priority-setting,
126 self-direction and clear, accurate professional communication
127 6) demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual
128 care professionals, and/or professionals from other disciplines
129 7) identify ethical principles in relation to pastoral/spiritual situations

130 **Reflective Practice**

131 Demonstrates the capacity to:

- 132 1) evaluate and articulate: a) the quality of pastoral/spiritual care provided; b) relationships with
133 peers, supervisors and professional colleagues; and c) progress towards goals and objectives
134 2) engage in self-supervision and peer-supervision within the CPE Unit
135 3) identify and articulate a preferred pastoral/spiritual care style, naming the skills used and
136 assessing their appropriateness, and articulate the effect of experimenting with alternative
137 pastoral/spiritual styles and interventions
138 4) reflect on the ethical considerations associated with pastoral/spiritual care, and function
139 ethically as a pastoral/spiritual care practitioner

140 **Informed Practice**

141 Demonstrates the capacity to:

- 142 1) articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an
143 understanding that is congruent with their own personal spiritual and cultural values, basic
144 assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs
145 2) identify general pastoral/spiritual principles from the detail of individual conversations,
146 engagements and case studies
147 3) consider and explore particular engagements and, with the insights gained, to be able to affirm,
148 reframe or challenge one's own existing theological/spiritual understanding
149 4) explore and articulate how any particular situation might inform future pastoral/spiritual care
150 practice
151 5) engage in group and relational processes (including conflict), and explore the
152 theological/spiritual and conceptual issues arising from these processes

153 **Evolving Practice**

154 Demonstrates the capacity to:

- 155 1) incorporate new learning into subsequent pastoral/spiritual practice and professional
156 relationships, and then to evaluate the impact of this changed practice
157 2) consider alternative approaches to pastoral/spiritual care, to use a variety of pastoral/spiritual
158 stances with people, and to develop a range of strategies