

1 This document was approved at the ANZACPE 2022 AGM.
2 ANZACPE views it as a 'living document' i.e. open to continuous review and adaptation.

3 **ANZACPE**
4 **Clinical Pastoral Supervisor (Level 1)**
5 **(CPSup)**
6 **Accreditation and Review of Accreditation**

7 Prior to reading this document please view the
8 **Preface to ANZACPE's Accreditation Standards for CPSup, CPEd and Ed-Consult.**

9 **Your responsibilities** (in brief) **as a CPSup** are to assist CPE students/participants achieve the
10 competencies of Foundational CPE(s). A primary focus for you as a CPSup is the individual supervision
11 of CPE students/participants and the development of their pastoral identity. For a fuller description of
12 your responsibilities see the Competencies expected of a CPSup described within these Standards.

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14 Throughout your time as a CPSup, you work in cooperation with a CPEd who has the overall
15 responsibility for the CPE Unit, including the general oversight, administration, group co-ordination,
16 direction and education associated with a CPE Unit.

17 In a CPE Unit, as a CPSup, you are responsible for:

- 18 1) the individual supervision of selected CPE students/participants
- 19 2) the individual supervision of no more than two-thirds of the students/participants in a group, and
20 in no case exceeding 3 selected students/participants in any one Unit
- 21 3) offering leadership as encouraged by the CPEd of the Unit
- 22 4) working cooperatively with this CPEd
- 23 5) writing a final one-page report (500 words max) of your supervision of each student/participant
24 that you supervise
- 25 6) writing a one page evaluation (500 words max) of your supervisory involvement within the Unit
- 26 7) requesting a report from the CPEd of the Unit regarding your involvement in the Unit

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28 Whilst holding the temporary status as a Provisional CPSup you must have received at least 10 hours
29 of supervision from a CPEd or EdConsult during each Unit in which you are involved as a CPSup. Also
30 you must have participated in at least 30 hours of education-in-supervision (individual or peer-group)
31 facilitated by an Ed-Consult before presenting yourself for Accreditation as a CPSup.

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33 As a Provisional CPSup you need to have supervised within at least 3 CPE Units and supervised at
34 least 6 students/participants before presenting yourself for Accreditation as a CPSup.

35 **Application and Preparation for a CPSup Accreditation Review**

36 Whilst these CPSup Accreditation Standards are mandated by ANZACPE, an Accreditation Review of
37 you as a CPSup is both co-ordinated and conducted through your Member Association.

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39 It is essential that you familiarise yourself with the protocols and procedures of your Member
40 Association as you prepare for your Accreditation Review.

41 **Accreditation as a CPSup**

42 Your Review Committee will be concerned with your ability to demonstrate the personal and
43 professional competence essential for a CPSup. Therefore you will need to demonstrate, both in the

44 professionalism of your written materials and in your engagement with your Review Committee,
45 evidence of your claims regarding your identity and competency as a CPSup.

46 To recommend that you be accredited as a CPSup, your Review Committee will be looking to see if you
47 have consistent and integrated capacity in the following competencies:

48 **Administrative Awareness and Competence**

49 This means demonstrating a consistent and integrated capacity to:

- 50 1) organise and manage the learning covenant with the students/participants you are supervising
- 51 2) be aware of the distinction between administrative and supervisory issues and how these can
52 be creatively managed

53 **Interpersonal Awareness and Competence**

54 This means demonstrating a consistent and integrated capacity to:

- 55 1) reflect on group and interpersonal interactions and how to creatively use them for learning
- 56 2) reflect on the function of the supervisory alliance and its use in the process of supervision

57 **Intrapersonal Awareness and Competence**

58 This means demonstrating a consistent and integrated capacity to:

- 59 1) reflect on the supervisory relationship and to acknowledge your own contribution to the
60 supervisory events
- 61 2) reflect on and learn from the supervisory process and use those learnings for your self-growth

62 **Supervisory Awareness and Competence**

63 This means demonstrating a consistent and integrated capacity to:

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- 65 1) model, articulate and evaluate the pastoral/spiritual care role in a professional context
- 66 2) utilise your personal qualities, experiences and self-awareness within the art of supervision
- 67 3) be aware of each of your students'/participants' individual histories, psychological patterns and
68 learning styles in order to facilitate their learning
- 69 4) challenge your students/participants to take responsibility for their own learning and to claim
70 their own pastoral and personal identity and resources
- 71 5) utilise a variety of supervisory strategies and interventions

72 **Educational Competence**

73 This means demonstrating a consistent and integrated capacity to:

- 74 1) draw from students/participants what is necessary for the development of their pastoral/spiritual
75 identity and professional self-worth, and to use students'/participants' written materials and
76 other presentations in this process

77 **Theological/Spiritual Awareness and Competence**

78 This means demonstrating a consistent and integrated capacity to:

- 79 1) explore how your theology/ spirituality informs, enlightens or challenges your supervisory
80 identity and vice versa
- 81 2) assist CPE participants to consider how their theological/spiritual framework informs their
82 spiritual/pastoral practice and identity and vice versa

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84 **In preparation for your Accreditation Committee**

85 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

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87 As you assemble your 5 Papers, bear in mind that your Accreditation Committee will be looking for
88 evidence that you have a consistent and integrated capacity in all the Competencies (see above)
89 expected of a CPSup.

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In each of the 5 Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

Your Dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered; it is to be presented in the following order, secured in a folder, and one copy circulated to each member of your Accreditation Committee at least 3 weeks prior to the day of your Committee. You may ask the members of your Accreditation Committee if any would prefer to receive your materials in digital form.

Your Dissertation should include a **Front Page** containing:

- 1) your name and contact details, your spiritual/religious/faith/philosophical affiliation, theological/spirituality degree(s) / diploma(s) / certificate(s), or subjects completed towards a theology/spirituality qualification
- 2) your CPE experience, as a CPE student and as a Provisional CPSup, plus any previous Consultation/Accreditation Committee commendations/recommendations
- 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation
- 4) your statement of request of your upcoming Accreditation Committee

Paper One - Your Autobiography: (3000 words max) in which you give an account of your life from birth until now. Out of your own subjective experience, select episodes from your life experience that will assist the members of your Review Committee to understand who you are, personally and professionally. The final section of this paper will require the candidate to take a step back from themselves and write a theological/spiritual reflection upon the life story that has been shared.

Paper Two - Your Evaluation of one Student/Participant: (3000 words max) in which you report on and critically evaluate your supervision of 1 CPE student/participant. Your report needs to be evidenced by clinical episodes, your comments on Pastoral Encounter Reviews (PERs) and excerpts from one-to-one supervision sessions with the CPE student/participant.

Your report should include:

- 1) a description of the CPE student/participant and his/her placement
- 2) a description and assessment of the first one-to-one supervision session and an account of how you developed the supervisory alliance
- 3) a description of how you assisted the student/participant to form and evaluate clear, realistic and achievable goals
- 4) a description of the student's/participant's learning issues, and how you worked with these issues
- 5) your reflection on your responses to the student's/participant's written/oral/visual work
- 6) your articulation and modelling of pastoral/spiritual care and how this contributed to the development of the student's/participant's pastoral/spiritual competency
- 7) your recommendations to the student/participant during and after both his/her mid-term and final evaluations, plus an account of how the student/participant responded
- 8) your supervision of a challenging one-to-one supervision session
- 9) the stances and attitudes which you employed in supervision and their effectiveness in the emergence of the student's/participant's pastoral/spiritual identity
- 10) a copy of the student's/participant's final evaluation

Paper Three - Your Theological/Spiritual/Philosophical World-View Perspective: (3000 words max) in which you explore your theological/spiritual/philosophical world-view perspective in relation to your practice of CPE supervision. This paper needs to be grounded in specific supervisory experiences and include an exploration of how your theology/ spirituality/philosophy informs, enlightens or challenges your supervisory identity and vice versa.

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Paper Four - Your Learning as a Supervisor: (3000 words max) in which you describe the concepts and themes you have discovered in your experience of being a Provisional CPSup, plus your own experiences of receiving supervision and training as a Provisional CPSup. In preparing to write this paper it will be helpful to review each of the one page evaluations you have written of your supervisory involvement within a Unit, plus each of the Supervisory Reports you have received from your training Supervisor(s). You need to conclude your appraisal with a statement addressing why you believe you have completed your training as a Provisional CPSup.

Paper Five - Your Work with Five Students/Participants: (3000 words max) in which you include five of the 500 word Reports that you have written of your supervision of five CPE students/ participants (other than the student/participant that you wrote about in Paper Two above.) Also include the evaluative feedback comments, regarding your supervisory contribution and CPE participation, written by your selected five students/participants in their Final Evaluations.

Finally attach:

- 1) copies of the Reports on your supervisory involvement written by the CPEd of each Unit in which you contributed as an Provisional CPSup
- 2) copies of the Report written by your Training Supervisor - if that person is different from your CPEd(s)
- 3) copies of evaluations tabled at completion of Education in Supervision (individual and group)
- 4) copy of report written by EdConsult following Education in Supervision (individual and group)

Extension of Provisional Status

In the event of you being unable to fully meet the ANZACPE Standards for Accreditation, your Accreditation Committee may decide that you be granted continuing Provisional Status as a CPSup for a further period of no more than 2 years.

You then need to undertake to fulfil your Accreditation Committee's recommendations in your ongoing supervisory practice and demonstrate the same to a subsequent Accreditation Committee.

Should the subsequent Committee not occur in the required 2 years, your Provisional Accreditation shall lapse.

Your Member Association may grant you a dispensation from the two-year requirement, but only for very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health illness; unemployment or financial situations which threatens loss of home; death of an immediate family member within 9 months prior to a scheduled review.

Successful Accreditation, ongoing accountability and responsibilities

An accredited CPSup is at all times accountable to the CPE Centre Director/ Course Supervisor for functioning in the courses of CPE within the Centre.

An accredited CPSup

- 1) is not accredited to run a CPE unit/course on their own
- 2) will work cooperatively with a Clinical Pastoral Educator or Clinical Pastoral Education Consultant who has the overall responsibility for the CPE Unit, including the general oversight, administration, group co-ordination, direction and education associated with a CPE Unit.
- 3) Is responsible for individual supervision for selected foundation and where appropriate, post Foundation and Advanced CPE participants
- 4) Will supervise no more than two thirds of the participants in a group and in no case exceeding three selected participants in any one unit;

- 190 5) Will offer leadership within the context of clinical seminars and case conferences as specified by
191 the course coordinator;
- 192 6) At the conclusion of each unit will write a one-page report (500 words max) of the progress and
193 development of each CPE participant supervised. The report will include the CPE participant's
194 goals and whether they were achieved, an assessment of their competence in the provision of
195 pastoral/spiritual care, ability to relate to their peers and their supervisors and confirmation or
196 not that they completed the unit satisfactorily
- 197 7) Will write a one-page evaluation (500 words max) of their supervisory involvement within the
198 Unit
- 199 8) Will request a report from the Co-ordinator of the Unit regarding their involvement in the Unit

200 201 **Professional Development**

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203 An Accredited CPSup is required to meet their member Associations' Standards in regards to
204 supervision and Professional Development

205 206 207 **Review of your Accreditation as a CPSup**

208 Your accreditation as a CPSup is subject to ongoing review every five years. In the period under
209 review, you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if
210 you have not fulfilled this requirement within a five-year period.

211
212 Your Member Association may grant you a dispensation from the two-year requirement, but only for
213 very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health
214 illness; unemployment or financial situations which threatens loss of home; death of an immediate
215 family member within 9 months prior to a scheduled review.

216 217 **In preparation for your Review of Accreditation**

218 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

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220 In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use
221 secondary resources.

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224 is to be presented in the following order, secured in a folder, and one copy circulated to each member
225 of your Accreditation Review Committee at least 3 weeks prior to the day of your Review.

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229 theological/spiritual degree(s) / diploma(s) / certificate(s), or subjects completed towards a
230 theology/spirituality/philosophy qualification
- 231 2) your CPE experience, as a CPE student and as a CPSup, plus any previous Accreditation
232 Committee commendations/recommendations
- 233 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of
234 any investigation
- 235 4) your statement of request of your upcoming Accreditation Review Committee

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237 **Paper One** (1000 words max) in which you evaluate the salient features (the high points and low
238 points) of your professional experience since your last Accreditation Committee or Accreditation Review
239 Committee

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Paper Two (1000 words max) in which you evaluate your supervision of 2 CPE students/participants, ensuring that you include contrasting supervisory experiences.

Paper Three (500 words max) in which you describe any professional development training that you have undertaken since your last Accreditation committee and evaluate the impact of this training on your supervisory practice.

Paper Four (500 words max) in which you describe your future plans as a CPSup.

Paper Five (2000 words max) in which you integrate your ideas about CPSup supervision with a theme or concept from one of the following: theology/spirituality, education, ecology, psychology, or another field of relevant study.

Finally attach:

- 1) a copy of your most recent Accreditation Committee findings and provide a statement on how you have addressed that Committee's recommendations
- 2) a statement from the CPEd of the most recent CPE Unit in which you participated as a CPSup, outlining your functioning within the unit
- 3) the final evaluations of the two CPE student/participants that you wrote about in Paper Two (above)

Should your Accreditation Review Committee not recommend you for Affirmation of Accreditation at the time of your Committee, and should you wish to continue to seek Affirmation of Accreditation as a CPSup, you need to re-present to an Accreditation Review Committee within 2 years.