

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 Foundational CPE and Advanced CPE

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

16
17 The specific content of a CPE Unit will depend upon the particular interests and needs of the students/
18 participants and the context in which they offer pastoral/spiritual care. The learning process allows for
19 the addressing of the particular learning goals that each student/participant identifies. The process
20 balances the practical experience of pastoral/spiritual care, small group supervision/interaction, and
21 personal individual supervision in an integrated programme of experiential and theoretical education.

22
23 A CPE Unit is a total learning process of **at least 400 hours of supervised learning**, integrating
24 clinical experience, group and individual supervision, personal and collegial reflection, and directed
25 critical reading and recording.

26
27 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

28
29 A CPE unit must be under the authority of a CPE Centre accredited by an ANZACPE member
30 association

31
32 A CPE Unit can be completed over a minimum of 10 weeks or a maximum of 44 weeks.

33
34 A CPE Unit shall be supervised by at least one Provisional or Accredited Clinical Pastoral Educator
35 (CPEd).

36

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

41 The clinical context for a student's/participant's practicum needs to be made in dialogue with the CPEd,
42 as the placement can have a significant impact on a student's/participant's learning in a CPE Unit.
43

44 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

45

46 Each CPE student/participant is required to present within the learning group at least **8** of the above 13
47 written/visual/oral materials for peer and supervisor feedback.
48

49 Students/participants may be asked to complete other papers, presentations and learning journals as
50 required.
51

52

Foundational CPE

53 Foundational CPE requires of an applicant an awakened level of personal awareness, pastoral/spiritual
54 formation and professional competency. Further Foundational CPEs build on the awareness,
55 knowledge and competencies achieved in Foundational CPE 1, further bolstering and extending these
56 competencies.
57

58 Each Member Association shall determine the process by which:

- 59 1) an applicant is granted entry into Foundational CPE study
 - 60 2) a student/participant is assessed as having met the following Competencies
 - 61 3) a student/participant is acknowledged as having met the following Competencies
- 62

Competencies

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

Professional Practice

67 Demonstrates the capacity to:

- 68 1) engage in the pastoral/spiritual care of a variety of people with their unique experiences and
69 circumstances, whilst taking into account their individual cultural, spiritual and social
70 backgrounds
- 71 2) listen reflectively
- 72 3) identify a person's pastoral/spiritual needs and attend appropriately
- 73 4) initiate pastoral/spiritual caring relationships
- 74 5) engage with inter-disciplinary staff
- 75 6) manifest professional resilience
- 76 7) function ethically as a pastoral/spiritual care practitioner

77 **Reflective Practice**

78 Demonstrates the capacity to:

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

92 **Informed Practice**

93 Demonstrates the capacity to:

- 94 1) reflect upon particular encounters and pastoral/spiritual experiences within a
95 theological/spiritual framework
- 96 2) reflect upon and evaluate the meaning of their pastoral/spiritual role in relation to their theology/
97 spirituality and their identity as a pastoral/spiritual carer

98 **Evolving Practice**

99 Demonstrates the capacity to:

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

103 A student/participant will usually have completed a number of Foundational CPE Units before being
104 considered for Advanced CPE.

105

106

Advanced CPE

107 Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual
108 formation, and professional competency, and may include the intention to seek professional
109 development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies
110 achieved in an applicant's preceding Foundational CPEs. To reach this level may require a number of
111 units at Foundational level before acceptance into an Advanced level unit. Acceptance into an
112 Advanced Level Unit is dependent on evidence of a developing capacity to fulfil the following
113 competencies and will be negotiated with your Supervisor and Centre Director.

114 Candidates seeking this level of accreditation need to demonstrate the development of a clear
115 pastoral/spiritual care identity, be competent in pastoral/spiritual care practice, be able to constructively
116 engage in peer relationships and interdisciplinary consultation, and engage effectively in the action-
117 reflection model of learning.

118 This certification is achieved through demonstration of the above competencies, the completion of
119 required written materials and engagement with a Review Committee. This committee will determine
120 whether the candidate has satisfied the objectives for an Advanced Level CPE Unit

121

122 **Pre-Requisites**

123 In order to undertake an Advanced unit of CPE a student/participant must have fulfilled the following
124 pre-requisites:

- 125 1) At least one certified CPE unit in an ANZACPE recognised programme.
126
- 127 2) The intention to undertake an Advanced Level CPE Unit must be negotiated with the CPE Centre
128 Director prior to the commencement of the Unit. The Candidate is required to outline their
129 rationale for this request and their goals for the Unit.
130
- 131 3) When a candidate wishes to proceed to Advanced Level in a new CPE centre, the Centre Director
132 shall request a reference from the previous CPE Centre Director in regards to their readiness to
133 undertake an Advanced Level unit.
134
- 135 4) Those requesting to do an Advanced Level unit of CPE need to demonstrate the capacity to
136 function at an Advanced Level from the commencement of the unit as recognised by the Centre
137 Director.
138

139 The written requirements and committee process are outlined below.
140

141 **Competencies**

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

144 **Professional Practice**

145 Demonstrates the capacity to:

- 146 1) provide written documentation (or by a means appropriate to the student's/participant's culture
147 and language ability) of effective pastoral/spiritual care of a variety of people with their unique
148 experiences, whilst taking into account their cultural, spiritual and social backgrounds
- 149 2) offer consistent respect for people's pastoral/spiritual needs through the use of various
150 pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict
151 resolution, crisis management, and the appropriate use of spiritual resources
- 152 3) assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including
153 during critical incidents) whilst maintaining a clear pastoral/spiritual identity
- 154 4) work effectively with multi-disciplinary staff
- 155 5) manage clinical practice and administrative functions in terms of accountability, priority-setting,
156 self-direction and clear, accurate professional communication
- 157 6) demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual
158 care professionals, and/or professionals from other disciplines
- 159 7) identify ethical principles in relation to pastoral/spiritual situations

160 **Reflective Practice**

161 Demonstrates the capacity to:

- 162 1) evaluate and articulate: a) the quality of pastoral/spiritual care provided; b) relationships with
163 peers, supervisors and professional colleagues; and c) progress towards goals and objectives
- 164 2) engage in self-supervision and peer-supervision within the CPE Unit
- 165 3) identify and articulate a preferred pastoral/spiritual care style, naming the skills used and
166 assessing their appropriateness, and articulate the effect of experimenting with alternative
167 pastoral/spiritual styles and interventions

- 168 4) reflect on the ethical considerations associated with pastoral/spiritual care, and function
169 ethically as a pastoral/spiritual care practitioner

170 **Informed Practice**

171 Demonstrates the capacity to:

- 172 1) articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an
173 understanding that is congruent with their own personal spiritual and cultural values, basic
174 assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs
175 2) identify general pastoral/spiritual principles from the detail of individual conversations,
176 engagements and case studies
177 3) consider and explore particular engagements and, with the insights gained, to be able to affirm,
178 reframe or challenge one's own existing theological/spiritual understanding
179 4) explore and articulate how any particular situation might inform future pastoral/spiritual care
180 practice
181 5) engage in group and relational processes (including conflict), and explore the
182 theological/spiritual and conceptual issues arising from these processes

183 **Evolving Practice**

184 Demonstrates the capacity to:

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

189 For those who would benefit, there is opportunity to engage in a Speciality study as outlined below
190 (This is optional)

191 **Spiritual/Pastoral Care Specialty Study**

192 As a part of your learning in Advanced CPE you will also undertake a spiritual/pastoral care
193 specialty study, (e.g. aged care, mental health, palliative care, criminal justice, schools,
194 church/faith community) this study seeking to develop the following competencies:

- 195 1) familiarity with the theories and methods of providing spiritual/pastoral care in a specialty
196 context;
197 2) articulation of your own philosophy and methodology in relation to the spiritual/pastoral care
198 in a specialty context;
199 3) demonstration of the significance of the spiritual/pastoral care specialty;
200 4) spiritual/pastoral competence within the specialty context.
201

202 **Written Requirements**

203 The Candidate will be required to provide the following materials typewritten, point 12 font, 1.5 spaced
204 of no more than 10,000 words, plus Appendix, which is not included in the 10,000 words. The document
205 needs to be securely bound and delivered to each member of the Advanced Committee two weeks
206 before the meeting. The Final Evaluation can be presented three days prior to the meeting should this
207 document not be available at the distribution time of the written materials.

208

209 **The required written materials include:**

- 210 1) a brief statement of request to the Committee;

211

212 2) a report of a pastoral/spiritual care conversation or engagement that includes verbatim evidence,
213 resources used with a person or persons, any ritual used, and an evaluation of the pastoral/spiritual
214 care given;

215

216 3) a comprehensive case study and evaluation of pastoral/spiritual care practice with one particular
217 person or family; or the development of a pastoral/spiritual theme over a number of encounters;

218

219 4) an essay, not exceeding 2,000 words, on a subject demonstrating the ability to reflect upon a single
220 case or selection of cases, in a manner that shows integration of theology/spirituality with
221 pastoral/spiritual care practice;

222

223 5) a report (1000 words) on your chosen speciality context (if this option has been undertaken)

224

225 6) Final Evaluation for the CPE Unit.

226

227 **Appendix**

228

229 1). Include Final Evaluations of other CPE Units,

230

231 2) An updated autobiographical statement, including an account of the candidate's spiritual journey and
232 development,

233

234 3) A copy of this document (Advanced CPE Guidelines)

235

236 4) When the Candidate has conducted their clinical practice in a context other than the CPE Centre, a
237 letter of support from their Pastoral Services Co-ordinator.

238

239 **Advanced Review Committee Arrangements and Purpose**

240 The Centre Director, in consultation with the Candidate and Supervisor will be required to form a
241 Review Committee of five professional people and to make the necessary arrangements. .

242

243 **The Committee shall consist of:**

244 1) the Candidate's supervisor

245 2) two Member Association Supervisors in addition to the Candidate's supervisor (with a maximum of
246 one Provisional Clinical Pastoral Supervisor), preferably one of whom to be from a different CPE Centre

247 3) a representative from the Candidate's practical placement (NB a CPE supervisor may fulfil this role)

248 4) a representative from the Candidate's spiritual/cultural tradition (NB a CPE supervisor may fulfil this
249 role)

250

251 The Centre Director, in consultation with the Supervisor, determines who will Chair the committee. The
252 Review Committee is required to ensure the candidate is competent in all four phases of the
253 experiential cycle of learning; professional practice, reflective practice, informed practice; and evolving
254 practice as outlined in the Objectives for an Advanced CPE Unit.

255

256 Each member association will determine the recommended scheduled honorarium the Candidate pays
257 to each member of the Committee to cover travelling and any out-of-pocket expenses