Clinical Pastoral Education – Standards & Objectives

We adhere to the following Standards and Objectives set by the Association for Clinical Pastoral Education, Inc. For more information contact:

Standards Committee
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Standards 309 - 319
Objectives and Outcomes of ACPE Accredited Programs

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. ACPE accredits two types of clinical pastoral education programs: CPE (Level I/Level II) and Supervisory CPE. ACPE accredited programs provide a progressive learning experience through a two level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I/Level II) curriculum outcomes is prerequisite for admission to Supervisory CPE.

309 - 310 Objectives of CPE (Level I / Level II )
CPE (Level I/Level II) enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum.

CPE (Level I/Level II) objectives define the scope of the CPE (Level I/Level II) program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

Standard 309: The center designs its CPE (Level I/Level II) curriculum to facilitate the students’ achievement of the following objectives:

Pastoral Formation
309.1 to develop students’ awareness of themselves as ministers and of the ways their ministry affects persons.

309.2 to develop students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

309.3 to develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.
Pastoral Competence
309.4 to develop students’ awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

309.5 to develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.

309.6 to develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

309.7 to teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.

309.8 to develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

Pastoral Reflection
309.9 to develop students’ understanding and ability to apply the clinical method of learning.

309.10 to develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.

Standard 310: Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students’ achievement of the following additional objectives:

310.1 to afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.

310.2 to provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

310.3 to provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

311 - 312 Outcomes of CPE (Level I/Level II) Programs

Standard 311: Outcomes of CPE Level I
The curriculum for CPE Level I addresses the fundamentals of pastoral formation,
pastoral competence and pastoral reflection through one or more program units. Satisfactory achievement of Level I outcomes must be documented in the supervisor’s evaluation(s).

At the conclusion of CPE Level I students are able to:

**Pastoral Formation**
311.1 articulate the central themes of their religious heritage and the theological understanding that informs their ministry.

311.2 identify and discuss major life events, relationships and cultural contexts that influence personal identity as expressed in pastoral functioning.

311.3 initiate peer group and supervisory consultation and receive critique about one’s ministry practice.

**Pastoral Competence**
311.4 risk offering appropriate and timely critique.

311.5 recognize relational dynamics within group contexts.

311.6 demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice.

311.7 initiate helping relationships within and across diverse populations.

**Pastoral Reflection**
311.8 use the clinical methods of learning to achieve their educational goals.

311.9 formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

**Standard 312: Outcomes of CPE Level II**
The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. Level II curriculum involves at least two or more program units of CPE.

The supervisor determines whether the student has completed Level II outcomes based on the student’s competence. The supervisor must document completion of Level II outcomes in the student’s final evaluation.

At the conclusion of CPE Level II students are able to:
Pastoral Formation
312.1 articulate an understanding of the pastoral role that is congruent with their personal and cultural values, basic assumptions and personhood.

Pastoral Competence
312.2 provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice issues without imposing their own perspectives.

312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

312.4 assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.

312.5 manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication.

312.6 demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries.

Pastoral Reflection
312.7 establish collaboration and dialogue with peers, authorities and other professionals.

312.8 demonstrate awareness of the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (Appendix 2). Note: The ACPE Standards and Code of Ethics supersede these standards.

312.9 demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

313 Objectives of Supervisory CPE
Through Supervisory CPE, qualified persons who have demonstrated pastoral, professional and clinical competence will develop competence in the art, theory and practice of supervision of clinical pastoral education.
The objectives of Supervisory CPE define the scope of the Supervisory CPE program curriculum. Outcomes define the competencies that result from a supervisory student’s participation in Supervisory CPE programs.
Standard 313: The Supervisory CPE center designs its Supervisory CPE curriculum to facilitate achievement of the following objectives:

313.1 to develop supervisory students’ knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.

313.2 to provide students practice in the supervision of CPE under the supervision of an ACPE Supervisor.

313.3 to facilitate students’ integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.

314 - 319 Outcomes of Supervisory CPE

Standard 314: Outcomes achieved by Supervisory CPE students accrue in six areas of competency derived from the Supervisory CPE objectives. A successful candidate for certification as ACPE Associate Supervisor demonstrates the following:

Standard 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.

Standard 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 CPE based on an educational model integrating the theory and practice of CPE, which is based on and congruent with one’s theology.
316.3 articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one’s theology.

**Standard 317: Competence in the practice of CPE supervision including:**
317.1 individual supervision

317.1.1 assesses an individual student’s learning patterns, personality, religious history, and cultural values 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 students’ 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.

317.2 group CPE supervision

317.2.1 facilitates development of group interpersonal interaction.

317.2.2 enables students to use their responses to the program as a learning experience.

**Standard 318: Competence in CPE program design and implementation:**
318.1 develops and organizes programs of CPE based on program educational principles appropriate to experiential learning.

318.2 manages CPE programs effectively.

318.3 develops a variety of CPE program resources.

318.4 uses 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
CPE and pastoral practice.

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

318.8 advocates for students based on awareness of how persons’ social locations, systems and structures affect one’s ministry, learning and the educational context.

318.9 considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.

Standard 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 that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.