

**Association for Clinical Pastoral Education, Inc.
University of Virginia Health System
Department of Chaplaincy Services and Pastoral Education**

Supervisory Fellow Guide

OVERVIEW OF SUPERVISORY TRAINING PROGRAM

PHILOSOPHY:

Persons selected for the position will be vocationally clear, endorsed by their faith group and will preferably have had pastoral leadership experience with a religious body.

INTERVIEW PROCESS:

1. The interview committee will be composed of Department faculty, representative(s) of the Professional Advisory Group, and any additional member relevant to the candidate's process. Feedback will also be obtained from the current CPE participants.
2. A faculty member will present the candidate to the Interview committee. Materials sent to faculty and reviewed for the presentation are: a vision of ministry paper; a theology paper; an understanding of CPE supervision paper; their tentative learning goals; a recent pastoral care verbatim or case study; all self and supervisory evaluations; and three letters of recommendation. Each paper is to be no more than five pages.
3. During the interview, an interview rating form will be utilized by the Committee members to assist in consistent data collection and feedback. During the interview process, candidates are expected to identify their own resources for completion of the supervisory process, such as: financial resources, writing and typing resources, an identified support system, and any other resources. The Department will also identify its resources such as financial, administrative and consultative, and access to libraries.

Supervisory Fellow

SUPERVISORY CPE

PROGRAM STRUCTURE AND CURRICULUM DESIGN

Commitment: The center is committed to the Supervisory Fellow for three years or when the Supervisory Fellow becomes an Associate Supervisor, ACPE, whichever comes first. The Supervisory Fellow is expected to make progress through the supervisory process.

Description: Those admitted to the Supervisory Fellow program at this center have completed at least five quarters of CPE. This center regularly participates with the Virginia Sub-region of the Mid-Atlantic Region of ACPE in providing didactic and group supervisory programs in Supervisory CPE. At least one supervisor from each of these centers serves as coordinator and faculty for these programs. This center provides the clinical setting, provision for supervising all CPE participants under supervision and the primary supervision for supervisors in training in this center.

Clinical Assignments: The Supervisory Fellow engaged in Supervisory CPE will be given regular clinical assignments and will spend at least one-third of his/her time visiting with patients and families. Pastoral work with people and supervisory work with students who are also working with people are primary in the clinical experience for the Supervisory Fellow.

Supervision and Consultation: The Supervisory Fellow will share in the administrative and supervisory responsibilities of the faculty. Under the guidance of the faculty, the Supervisory Fellow will supervise students engaged in CPE. The faculty will be observing the Supervisory Fellow's progress toward the objectives of Supervisory CPE and will offer specific individual help in ways which will encourage maximum growth and learning. Each Supervisory Fellow will meet individually with the supervisor to whom (s)he is assigned for approximately an hour each week (and at other times as necessary), to discuss any phase of his/her educational program, and to raise any concerns. The Supervisory Fellow will also participate in the Virginia Sub-Region SIT education group and program.

Lecture Seminars and Conferences: At the supervisory level of Clinical Pastoral Education, the Supervisory Fellow is expected to be aware of and take responsibility for much of his/her own learning. Therefore, lectures and other didactic presentations are scheduled according to the stated needs of the Supervisory Fellow.

Reading: The Supervisory Fellow must become familiar with the "literature of supervision." This includes deepening one's knowledge of theology and pastoral care and the behavioral sciences, as well as thoroughly familiarizing oneself with the literature of supervision and learning theory. In particular, direction about reading is offered as the Supervisory Fellow prepares the required theological, personality theory, and educational theory position papers.

Written Assignments: As the Supervisory Fellow begins to supervise CPE students (s)he is largely responsible for program scheduling and the preparation of the program manual. The

Supervisory Fellow will record all seminars and supervisory conferences and write, at least weekly, a critique of a particular conference or seminar for review in individual and/or group supervision. Thus, the Supervisory Fellow gains experience in describing the theological, psychological and learning issues presented by her/his students. In weekly supervisory process notes, the Supervisory Fellow reflects on his/her own supervisory process, on personal growth and on the way her/his life stories, strengths and limitations have impact on the way (s)he supervises. The Supervisory Fellow also writes quarterly evaluations on each of her/his students as well as her/his own evaluation.

(taken from the ACPE Standards Revised 2010)

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.

320 Appeal of Adverse Accreditation Decisions

Informal discussion and consultation are available when adverse accreditation decisions are rendered. Applicants seeking accreditation have a right to request a review of an adverse decision and a right to an orderly presentation of views when a decision is appealed.

320.1 The procedures for filing an appeal, designed to insure the right of due process as defined by the U.S. Department of Education, are found in the *ACPE Accreditation Manual, Appendix 9 Appeal of Adverse Accreditation Decision(s)*.

320.2 An appeal must be based on the grounds that such decision was:

- arbitrary, capricious or otherwise in violation of ACPE standards or the ACPE Accreditation Manual;
- or
- not supported by substantial evidence in the record on which the adverse decision was based.

Standard 400 Certification

Certification by ACPE is granted by the Certification Commission. The Certification Commission establishes procedures and guidelines, detailed in the *ACPE Certification Manual*, for granting and maintaining certification of CPE Supervisors.

The Certification Commission has authority to take action on all certification matters, including: granting, denying or continuing certification; defining and implementing procedures by which certification may be withdrawn; and determining the limits and conditions under which a person in training may practice supervision. All Certification Commission decisions are subject to the ACPE appeal process.

Entry into the formal certification process requires successful completion of at least four units of CPE (Level I/Level II) and demonstration of having met CPE (Level I/Level II) outcomes. (See *ACPE Certification Manual*.)

Individuals are progressively authorized to conduct clinical supervision through levels of certification from Supervisory Candidate to Associate Supervisor to ACPE Supervisor. Supervisory Education Students (SES) are accepted into programs of Supervisory CPE in preparation for certification as a Supervisory Candidate.

Standard 401 Supervisory Education Practice

Supervisory education involves the practice of supervision within limits set by the center's supervisory education program and the requirements of certification in ACPE. Supervisory education practicum requirements apply to students enrolled in Supervisory CPE at both pre-candidate and candidate levels.

401.1 A Supervisory Education Student's practice of supervision is limited to those activities as described in the center's supervisory education program curriculum. Supervisory CPE programs will demonstrate how Supervisory Education Students advance from observing the supervision of CPE to supervising defined program activities under direct observation by an ACPE authorized certified Supervisor.

401.2 Supervisory Education Students may observe supervision and begin assisting with limited elements of a CPE (Level I/Level II) program based on their development. Prior to certification as Candidate, Supervisory Education Students may not serve as a CPE (Level I/Level II) student's supervisor.

401.3 The supervisory education practicum for Candidates will involve the development and conduct of programs of CPE (Level I/Level II) under supervision.

Standard 402 Pre-Certification: Preparation for Candidacy (Readiness Consultation)

Formal Requirements include:

402.1 current ACPE clinical membership;

402.2 satisfactory completion of four units of CPE (Level I/Level II) (Standard 400);

402.3 acceptance into an ACPE accredited program of Supervisory CPE.

402.4 pre-certification consultation addressing the student's readiness to enter supervisory CPE, plans for the educational program, and theological foundation for providing pastoral care. This consultation should occur either before or within six months of being accepted into an ACPE accredited program of Supervisory CPE.

402.5 Supervisor responsible for Supervisory CPE must be a certified ACPE Supervisor.

403-406 Certification as Supervisory Candidate

Standard 403 Formal requirements include:

403.1 ACPE membership.

403.2 college graduation.

403.3 graduate theological degree or its equivalent.

403.4 ordination or commission to function in ministry by an appropriate religious authority as determined by ACPE.

403.5 faith group endorsement/accountability.

403.6 pastoral experience.

403.7 completion of at least one unit of Supervisory CPE.

Standard 404 Pastoral competence:

Demonstrates

404.1 personal integrity and pastoral identity.

404.2 emotional and spiritual maturity.

404.3 ability to form meaningful pastoral relationships.

Standard 405 Conceptual competence:

405.1 is familiar with diverse conceptual frameworks in pastoral theology and the behavioral and social sciences as they relate to pastoral functioning.

405.2 integrates knowledge, skill, theory, and practice to the end that one functions creatively, flexibly and imaginatively in pastoral ministry.

Standard 406 Potential for certification by ACPE as an ACPE Supervisor:

406.1 demonstrates an understanding of CPE supervision that is congruent with ACPE standards.

406.2 integrates personal and professional strengths and weaknesses and understands how these factors influence supervision.

407-410 Certification as Associate Supervisor

Standard 407 Formal requirements:

407.1 certification as Supervisory Candidate.

407.2 ACPE membership as a Supervisory Candidate.

407.3 completion of at least two units of supervised supervision of CPE as a Supervisory Candidate.

407.4 approval of all required theory position papers.

407.5 enrollment in an ACPE Center that is accredited for the Supervisory CPE program whenever supervising CPE (Level I/Level II) students.

Standard 408 Supervisory competence:

408.1 completes the objectives and outcomes of Supervisory CPE.

408.2 chooses among methods of individual and group supervision.

408.3 plans, organizes and implements a unit of CPE.

408.4 relates to and uses interdisciplinary teaching resources.

408.5 critiques one's supervisory methodology based on feedback.

408.6 demonstrates collegial competence.

Standard 409 Conceptual competence:

409.1 is familiar with diverse conceptual frameworks in pastoral theology, personality theory, learning theory, group process theory, cultural anthropology, social organization, and change.

409.2 is able to articulate and integrate one's theory, skill and art of supervision.

409.3 knows the ACPE standards and the history of CPE.

409.4 is able to affirm and/or modify one's supervision in response to self-reflection, self-evaluation and the consultation of one's supervisors, peers and students.

Standard 410 Continues to demonstrate pastoral competence as defined in Standard 404.

**Overview of the Program Structure:
Supervisory Timeline and Schedule**

PHASE I	Introduction to CPE Supervision	Timeline <i>to be determined with Supervisory Fellow</i>
Orientation Period	Hospital, Department, Service Centers, Supervisory CPE	
Participant/Observer	Observe Fall Residency CPE Unit; Readiness Level	
Co-Supervision	Resident/Interns; Certification at Candidacy Level	
PHASE II	Development of Supervisory Competence	Timeline <i>to be determined with Supervisory Fellow</i>
Supervision	Introductory CPE – Summer Unit	
Supervision	Introductory CPE – Extended Unit; Submission of Theory Papers	
PHASE III	Integration of Theory and Practice	Timeline <i>to be determined with Supervisory Fellow</i>
Supervision	Introductory CPE Unit	
Supervision	Introductory CPE – Extended Unit; Certification at Associate Level	
Supervision	Introductory CPE	

SUPERVISORY EDUCATION CURRICULUM DESIGN

(Specific curriculum will be developed with Supervisory Fellow using the Supervisory Curriculum Design and the ACPE Standards Revised 2010.)

Phase I. Introduction to CPE Supervision –Three Units (ACPE Standards 313, 319)

During each unit: a) the clinical requirement is to provide pastoral care to patients, families and staff on assigned service lines and participate in on-call rotation; b) attend monthly staff meetings; c) establish a learning contract; d) complete weekly Supervisory Process Notes; e) regular participation in the Virginia Sub-Region SIT education group.

- A. To develop a philosophy of CPE Supervision and Education

Recommended Readings:

- Fifty Years of Learning, Powell
- History of Pastoral Care in America, Holifield
- Current ACPE Standards
- Professional Education for Ministry, Thornton
- UVa Chaplaincy Services Self-Study
- Head and Heart: The Story of the Clinical Pastoral Education Movement, Hall
(Student will identify 1 to 2 theorists.)

- B. To become critically conversant with the literature relating to the field of clinical and pastoral supervision.

Recommended Readings:

- Living Human Document, Gerkin
- The Exploration of the Inner World, Boison
- Case Teaching in Medicine, Cabot
- Art of Clinical Supervision, ed. Estadt, Part I
- ACPE Certification Manual
- The Supervision of Pastoral Care, Steere, 1-4
- The Supervision of Ministry Students, Doran McCarty
- Fundamentals of Clinical Supervision Benard & Goodyear
(Student will identify 1 to 2 theorists.)

- C. To demonstrate expertise in pastoral care.

1. Provide a minimum of 15 hours per week of pastoral care in assigned clinical area
2. One case study presentation
3. Continued integration of pastoral identity

4. Continued articulation of Religious Heritage, Theological Positions, Developmental and Psychological Theories
 5. Make presentations to the Supervisory Consortium at the Sub-Regional level
- D. To demonstrate a thorough understanding of organization and program development with emphasis on organization and the development of a CPE program

Recommended Readings:

- The Supervision of Pastoral Care, Steere, Chapters 5-8, 11-13
- Coping with Conflict, Muller and Kell, Part I – Basic Considerations
- The Teaching and Learning of Psychotherapy, Ekstein and Wallerstein, Ch. 1, 2, 11
(Student will identify 1 to 2 theorists.)

1. Discuss with each CPE supervisor their theory of CPE Supervision.
2. Observe supervisory methodology styles of supervisors of CPE participants and reflect on issues in writing

- E. To successfully meet the Regional Certification Commission at the Readiness Level

1. Prepare and present materials as requested
2. Consult with the Regional Certification Commission regarding supervisory readiness
3. Demonstrate competence in pastoral care

- F. To achieve competence in using conceptual models from theory and practice in pastoral supervisory methodology

1. Meeting with Regional Certification Committee requesting status of Supervisory Candidate
 - a. prepare and present materials requested
 - b. meet with committee, demonstrate readiness to supervise students
 - c. observe supervisory methodology styles of supervisors of CPE participants and reflect on issues in writing
2. First Supervisory Experience – Co-supervise unit of CPE with primary Supervisor

Recommended Readings:

- Personality Theories, Engler, Chapter 1
- Personality and Psychotherapy, Rychalk, Introduction
- Theological Dynamics, Hiltner
- Biblical Themes for Pastoral Care, Ogelsby
- From Ministry to Theology, Patton
- Soul Theology, Wimberly

- Becoming Adult, Becoming Christian, Fowler
- To Know as We are Known, Palmer
- The Adult Learner, Knowles, Ch.1 & 4
- Art of Clinical Supervision, Estadt, Part II - The Supervisory Process
- Teaching to Transgress: Education as the Practice of Freedom, Hooks
(Student will identify 1 to 2 theorists.)
 - a. identify learning styles, issues
 - b. summarize specific readings in Learning Theory and Personality Theory
 - c. participate in staff development presentations
 - d. prepare and present a case study for Readiness Consultation
 - e. write personal history with a theological emphasis
 - f. update/acquire endorsement credential from faith group
 - g. provide pastoral care to patients, families and staff, and on-call coverage once a month
 - h. receive weekly supervision and write process notes

**Phase II. Development of Supervisory Competence - Two Units
(ACPE Standards 314-319)**

During each unit: a) the clinical requirement is to provide pastoral care on assigned service lines and participate in on-call rotation; b) attend monthly staff meetings; c) establish a learning contract.

- A. To develop theological position, personality theory and educational theory

Recommended Readings:

- Personality Theories, Selected chapters, Engler
- Selected primary sources for personality theory position
- Pastoral Theology, Oden
- Selected primary sources for pastoral theology position
- Religious Thought and Modern Psychologies, Browning
- Feminist Theology: A Reader, Loades
- The Adult Learner: A Neglected Species, Knowles
- Effective Teaching and Mentoring, Daloz
- Women's Way of Knowing, Belenky et al.
- The Teaching and Learning of Psychotherapy, Ekstein and Wallerstein, Ch 9-11
- Selected primary sources for educational theory position
(Student will identify 1 to 2 theorists.)

1. Continue reading and study in all three areas
2. Choose major theorists

3. Prepare outlines for the three position papers
- B. To participate in planning/administration of an introductory unit
1. Conduct admissions interviews for basic unit applicants
 2. Participate in admissions interviews for residents
 3. Participate in planning/selecting/scheduling didactic presentations for basic unit
 4. Participate in planning/implementing orientation with students
 5. Participate in program evaluation
- C. To continue to develop self-understanding as pastoral educator
- D. To begin integrating the theory and practice of supervision
1. Select systematic, pertinent literature for review
 2. Write short papers responding to readings, written with integrative focus
 3. Seek consultation as needed
- E. To develop competence in group dynamics, theory, and group supervision

Recommended Readings:

- The Theory and Practice of Group Psychotherapy, Yalom, Ch. 2,3,9,11
- The Supervision of Pastoral Care, Steere, Ch. 10
- The Art of Clinical Supervision, Estadt, Ch. 15
- Encounter: Group Processes for Interpersonal Growth, Egan
- Groups: Process and Practice, Corey and Corey
- Generation to Generation, Friedman
- Selected readings on/by Bion or other group theorist (Student will identify 1 to 2 theorists.)

- F. To continue to gain experience in the practice of supervision

Recommended Readings:

- Coping with Conflict Muller and Kell, Parts 2 & 3
- The Teaching and Learning of Psychotherapy, E. & W., Ch. 1, Part 2, Chapter 16 (Student will identify 1 to 2 theorists.)

1. Co-lead introductory unit with supervisor
2. Supervise 1-2 students individually, audio or videotaped for supervision
3. Present material from supervision to center and consortium

- G. To participate in departmental administration and pastoral care responsibilities

Recommended Readings:

- The Teaching and Learning of Psychotherapy, E. & W., Ch. 2 & 3
- Theory in Practice: Increasing Professional Effectiveness, Argyris & Schon
(Student will identify 1 to 2 theorists.)

1. Serve on Administration sub-committee of Professional Advisory Group
2. Provide primary pastoral care to one psychiatry unit
3. Provide on-call coverage once monthly

H. To initiate preparation of position papers

Recommended Readings:

- Operational Theories of Personality, Burton, Ch. 1 & 15
- Journal of Supervision and Training in Ministry, selected articles
- ACPE Certification Manual
(Student will identify 1 to 2 theorists.)

1. Become familiar with position paper guidelines
2. Write and present selections from drafts of position papers to center/consortium

**Phase III. Integration of Theory and Practice – Three units
(ACPE Standard 319)**

During each unit: a) the clinical requirement is to provide pastoral care on assigned service lines and participate in on-call rotation; b) to attend monthly staff meetings; c) to establish a learning contract.

A. To continue to demonstrate competence in developing and conducting an introductory unit

1. Assume responsibility for all program aspects of a basic unit
2. Develop methodology for evaluating the components of the unit
3. Write materials concerning unit "as if" for meeting Certification Committee

B. To develop increasing awareness of responsibilities of being a practicing professional

Recommended Readings:

- Teaching and Learning of Psychotherapy, E & K, Ch. 14
- Professional Ethics, Lebacqz
(Student will identify 1 to 2 theorists.)

1. Participate in Medical Center committee or subcommittee
2. Attend Regional ACPE meetings
3. Provide pastoral care to one psychiatry floor
4. Provide on-call coverage once monthly

- C. To increase awareness of gender, cultural and racial/ethical dynamics in pastoral care and supervision

Recommended Readings:

- Teaching and Learning of Psychotherapy, E & K, Part III
- Art of Clinical Supervision, Estadt, Ch 12, Part IV
- The Supervision of Pastoral Care, Steere, Ch. 14
- In a Different Voice, Gilligan
- Women's Reality, Schaeff
- Pastoral Counseling Across Cultures, Augsburg
- Knowledge, Attitude and Experience: Ministry in the Cross Cultural Context, Young-II Kim
- Understanding and Counseling the Alcoholic, Clinebell
- It Will Never Happen to Me!, Black
- Is Human Forgiveness Possible, Patton
- The Wounded Woman, Leonard
- Pastoral Care in the Black Church, Wimberly
- Pastoral Counseling and Spiritual Values: A Black Point of View, Wimberly
- Sisters of the Yam: Black Women's Recovery hooks
- Shoes That Fit Our Feet
(Student will identify 1 to 2 theorists.)

1. Present specific cross-grained supervision to center and SIT group
2. Attend REM conference

- D. To prepare position papers of a quality to receive approval

1. Write final drafts of papers, using consultation when necessary
2. Submit to readers
3. Allow appropriate margin of time for re-write

- E. To complete Certification Commission requirements for Associate CPE Supervisor

1. Declare intent to meet Certification Commission upon approval of position papers
2. Present clinical materials to the faculty and consortium

(Updated June, 2013)