CENTER for SPIRITUAL CARE & PASTORAL FORMATION

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THE STANDARDS OF
CENTER FOR SPIRITUAL CARE AND PASTORAL FORMATION
CSCPF SUPERVISOR EDUCATION FELLOW
SUPERVISORY EDUCATION & TRAINING & LEARNING
CSCPF CPE SUPERVISOR CERTIFICATION
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Standard 4.0 Supervisory Education

Requirements for admission to Supervisor Education Fellow (SEF) education are designed for qualified persons with demonstrated pastoral, professional and clinical experience to learn the art of clinical pastoral/spiritual supervision. Admission to supervisory education is contingent upon a face-to-face interview with a certified CPE supervisor which is required for acceptance into a mentored relationship.

4.1   Requirements for Admission to (SEF) Education

4.1.1   MANDATORY STANDARD

4.1.1.a Prior to the SEF becoming a CPE Supervisor they must be a CSCPF BCC, with zero exceptions. The date needs to be at least 30 days prior to their CPE Supervisor Review Panel

4.1.1.b This means that if they have a BCC with 1 of the other cognate groups, they MUST have that accepted by CSCPF in reciprocity prior to becoming a CSCPF Supervisor. The SEF shall not become a CSCPF Supervisor without this.

4.1.1   MANDATORY STANDARD

4.1.1.a The SEF must belong to an SEF Practitioner Community, and is a member in good standing of that community with regular attendance. There are zero exceptions.

4.1.1.b This means that the SEF must maintain an accountability of how many SEF Practitioner Community meeting they have attended. Lack of SEF Practitioner Community attendance will trigger corrective action by the Supervisor Standard Committee.

4.2.3 Master of Theology/Spiritual Practice; Master in Counseling, Master of Divinity, or Doctoral degree. Equivalent level degree in theology, spirituality, counseling, or related disciplines from an accredited college, university, or seminary or equivalent course of study particular to the candidate's faith tradition.

4.1.2 Significant full time pastoral or spiritual care experience.

4.1.3 Personal and spiritual maturity and a record of professional competence.

4.1.4 Completion of a minimum of four (4) units of CPE or 1,600 hours of equivalent clinical education.

4.1.5 Acceptance as an SEF by a certified CPE Supervisor following an interview.

4.1.6 Demonstration of a deep level of self-awareness which may be accomplished by but not limited to psychotherapy sessions, and psychological testing based on the Supervisor's assessment.

4.1.7 A background check should be performed and evaluated in light of the placement site.

4.1.8 SEFs are mentored by someone within the SEF Practitioner Community in addition and apart from their CPE SEF Supervisor

4.2   CPE Supervisory Education Fellow (SEF) Education

The SEF will learn the art of clinical pastoral education in a setting which enables the following:

4.2.1 Establishment of a unique, valued, respected, intensive mentoring relationship with a certified CPE Supervisor who will support and direct the SEF's process.

4.2.2 Understanding and utilization of theories related to supervision using conceptual models from theology, social/behavioral sciences, education, group dynamics, and supervisory methodology.

4.2.3 Observation of a mentor's supervision.

4.2.4 Demonstration of how to integrate theory and practice of supervision into one's personal, pastoral, and spiritual identity and development of his or her identity as an educator.

4.2.5 Ongoing consultation with other supervisory education fellows, adjunct faculty, and a supervisor practitioner community.

4.3   Objectives of SEF Education

The objectives of supervisory CPE are to provide all the resources needed to develop the uniqueness of the learner's persona, to be a mentor to learners, and to learn to live and work in the dynamic and in-depth relationship milieu that characterizes CPE. These objectives shall include the following:

4.3.1 Attains conceptual competence as a CPE supervisor

   4.3.1.a Establishes professional relationships with learners.

   4.3.1.b Deepens identity as a clinical pastoral educator.

   4.3.1.c Practices self-supervision.

   4.3.1.d Understands how one's culture affects identity, learning, and practice.

4.3.2 Attains competence in theories of supervision

   4.3.2.a Uses conceptual models from theory and practice to understand and articulate pastoral/spiritual supervisory methodology. This includes becoming increasingly knowledgeable of and critically conversant with the literature relating to the field of clinical supervision.

   4.3.2.b Uses an educational model to develop a philosophy of CPE that is congruent with one's theology.

   4.3.2.c Learns to present one's own unique personality and history as an instrument to facilitate the student's growth, learning and healing.

4.3.3 Attains competence in Individual Supervision

4.3.2.a Assesses individual learning patterns and assisting movement toward pastoral identity and authority.

4.3.2.b Assesses student's work and designs interventions that will facilitate student's learning and development.

4.3.2.c Observes the personality, theology and culture of a student in order to plan supervisory strategies.

4.3.4 Attains competence in Group Supervision

4.3.4.a Observes group dynamics and uses these dynamics as a learning experience for the students; lays the foundation for the group interpersonal interactions.

4.3.4.b Instills the understanding with students that everything that happens in the group has educational value.

4.3.5 Attains competence in Designing and Implementing a CPE Program

4.3.5.a Develops a variety of CPE program resources and uses diverse clinical education methods; shows creativity and imagination.

4.3.5.b Uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral/spiritual practice and education.

4.3.5.c Considers cultural factors in assessments, strategies, curriculum resources and evaluation procedures.

Standard 5 CPE Supervisor Certification

5.1   Certification Materials

A candidate who completes requirements for CPE supervisor is eligible to meet with his/her CSCPF Supervisor practitioner community along with a liaison for examination of competency and proficiency. If the candidate fulfills criteria for supervisory status, and if the candidate is fully informed and committed to all expectations of participation in a CSCPF supervisor practitioner community, then the CSCPF supervisor practitioner community shall certify the candidate as a CSCPF supervisor in clinical pastoral education. This decision shall then be presented to the community and recorded in CSCPF records. Candidates for CPE supervisor certification must submit supportive materials as required by the practitioner community, which includes but is not limited to the following:

5.1.1 A comprehensive autobiographical sketch, not to exceed ten pages, outlining the candidate's own pilgrimage, including how his/her psychotherapeutic journey has impacted his/her understanding and practice of clinical pastoral/spiritual supervision.

5.1.2 **Videos:**
Two, 15 minute, + narrative for each video shall be included in the certification packet. One individual supervision, the other the group supervision. Self-supervision around it.)

5.1.3 A comprehensive theory paper of approximately 50 pages to demonstrate:
(a) the integration of personal, professional, and clinical competency addressing
(b) theories of personality,
(c) education,

(d) group dynamics,

(e) family systems,

(f) theology

(g) spiritual formation.

(h) supervisory methodology

5.1.5 The syllabus of a CPE unit supervised by the candidate.

5.1.6 Final evaluations written by the candidate of all learners who participated in the candidate's supervised CPE unit.

5.1.7 Final evaluations written by the learners who participated in the candidate's supervised CPE unit.

5.1.8 Final evaluation of the candidate's SEF process written by the candidate and the supervisor.

5.1.9 Evidence of ecclesiastical endorsement *if appropriate*

5.1.10 Completed application for supervisor along with appropriate fees and dues.

5.1.11 Recommendation for certification by the candidate's primary learning supervisor and the sponsoring CSCPF Practitioner Community.

5.1.12 The body in the organization that has the authority to certify CPE Supervisors is the SEF Practitioner Community.

5.1.13 CPE Supervisors only are the ones who affirm the candidate for certification.

5.2 CSCPF Certification Review Liaison (CRL)

5.2.1 A CSCPF Certification Review Liaison (CRL) is required for CPE Supervisor Certification

5.2.2 The CRL in this case MUST be:

5.2.2.a Outside Liaison: standing outside of the SEFs Practitioner Community

5.2.2.b Member in good standing of CSCPF

5.2.2.c CSCPF CPE Supervisor

5.2.3 Role of CRL is OBSERVATION only

5.3 Competencies of CPE Supervisors

5.3.1 Demonstrated pastoral/spiritual competence.

5.3.2 Demonstrated pastoral/spiritual care and counseling competence as evidenced by certification as a certified chaplain or certified spiritual practitioner by CSCPF or another cognate group.

5.3.3 Demonstrated conceptual competence.

5.3.4 Demonstrated fulfillment of the objectives of Supervisory CPE

5.3.5 Completion of an intensive, process-oriented group-learning event.

5.3.6 An understanding of how one's person is integrated with professional identity and functioning as a CPE supervisor.

5.3.7 Demonstrated ability to choose methods of individual and group supervision appropriate to specific individuals and groups.

5.3.8 Demonstrated ability to plan and administer a program of CPE.

5.3.9 Familiarity with diverse conceptual frameworks in pastoral theology, spiritual formation and the behavioral sciences as these relate to pastoral/spiritual functioning.

5.3.10 Professional competence

5.3.11 **(a)** Recommendation for certification by the candidate's primary learning supervisor and
(b) the sponsoring CSCPF practitioner community.

5.3.12 Evidence of having completed a personal, psychodynamic-oriented psychotherapeutic self-investigation to a degree recognized and accepted by (a) the candidate's supervisor and (b) Certification Review Board. This shall be measured by the candidate's ability to articulate and demonstrate
(a) integration of personal strengths and weaknesses
(b) and professional strengths and weaknesses,
(c) personal integrity,
(d) pastoral identity, and
(e) emotional maturity.

5.3.13 Demonstrated ability to understand integrative spiritual techniques.

5.3.14 Evidence of high ethical commitment, including respect for the worth and rights of persons and an understanding and assent to the CSCPF Code of Ethics.

5.4 CPE Supervisors Functioning as Supervisors for SEFs

5.4.1 All certified CPE supervisors desiring to mentor SEF's must have at least three years of supervisory experience after having been certified as a supervisor in CPE.

5.4.2 A CPE supervisor must have approval from his or her practitioner community prior to taking on a mentor role with an SEF. The SEF must be introduced in a formal manner to the practitioner community prior to the start of SEF education.

5.4.3 Supervisors are encouraged to establish a consortium with other SEF supervisors to provide SEF's with exposure to the supervisory process within CSCPF. The nature and extent of the consortium will be at the discretion of the training supervisors but at least two consortium experiences must be provided. The consortium will provide peer support for the training supervisor as well as opportunities for peer review among SEF's.