

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/student/students/participants and the development of their pastoral identity. For a fuller
12 description of your responsibilities see the Competencies expected of a CPSup described within these
13 Standards.

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

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

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

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

33
34 As a Provisional CPSup you need to have supervised within at least 3 CPE Units and supervised at least
35 6 students/student/students/participants before presenting yourself for Accreditation as a CPSup.

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

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

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

42 **Accreditation as a CPSup**

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

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

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

49 **Administrative Awareness and Competence**

50 This means demonstrating a consistent and integrated capacity to:

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

54 **Interpersonal Awareness and Competence**

55 This means demonstrating a consistent and integrated capacity to:

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

58 **Intrapersonal Awareness and Competence**

59 This means demonstrating a consistent and integrated capacity to:

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

63 **Supervisory Awareness and Competence**

64 This means demonstrating a consistent and integrated capacity to:

- 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'/student/students/participants' individual histories,
68 psychological patterns and learning styles in order to facilitate their learning
- 69 4) challenge your students/student/students/participants to take responsibility for their own learning
70 and to claim 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/student/students/participants what is necessary for the development of their
75 pastoral/spiritual identity and professional self-worth, and to use /students/participants' written
76 materials and 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 identity
80 and vice versa
- 81 2) assist CPE student/students/participants to consider how their theological/spiritual framework
82 informs their spiritual/pastoral practice and identity and vice versa

83

84

85 **In preparation for your Accreditation Committee**
86 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

86

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.

90

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

93 Your Dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered; it is
94 to be presented in the following order, secured in a folder, and one copy circulated to each member of
95 your Accreditation Committee at least 3 weeks prior to the day of your Committee. You may ask the
96 members of your Accreditation Committee if any would prefer to receive your materials in digital form.
97

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

- 99 1) your name and contact details, your spiritual/religious/faith/philosophical affiliation,
100 theological/spirituality degree(s) / diploma(s) / certificate(s), or subjects completed towards a
101 theology/spirituality qualification
- 102 2) your CPE experience, as a CPE student and as a Provisional CPSup, plus any previous
103 Consultation/Accreditation Committee commendations/recommendations
- 104 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of
105 any investigation
- 106 4) your statement of request of your upcoming Accreditation Committee
107

108 **Paper One - Your Autobiography:** (3000 words max) in which you give an account of your life from
109 birth until now. Out of your own subjective experience, select episodes from your life experience that will
110 assist the members of your Review Committee to understand who you are, personally and
111 professionally. The final section of this paper will require the candidate to take a step back from
112 themselves and write a theological/spiritual reflection upon the life story that has been shared.
113

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

118 Your report should include:

- 119 1) a description of the CPE student/student/participant and his/her placement
- 120 2) a description and assessment of the first one-to-one supervision session and an account of how
121 you developed the supervisory alliance
- 122 3) a description of how you assisted the student/student/participant to form and evaluate clear,
123 realistic and achievable goals
- 124 4) a description of the student's/participant's learning issues, and how you worked with these issues
- 125 5) your reflection on your responses to the student's/student/participant's written/oral/visual work
- 126 6) your articulation and modelling of pastoral/spiritual care and how this contributed to the
127 development of the student's/participant's pastoral/spiritual competency
- 128 7) your recommendations to the student/student/participant during and after both his/her mid-term
129 and final evaluations, plus an account of how the student/student/participant responded
- 130 8) your supervision of a challenging one-to-one supervision session
- 131 9) the stances and attitudes which you employed in supervision and their effectiveness in the
132 emergence of the student's/student/participant's pastoral/spiritual identity
- 133 10) a copy of the student's/participant's final evaluation
134

135 **Paper Three - Your Theological/Spiritual/Philosophical World-View Perspective:** (3000 words max)
136 in which you explore your theological/spiritual/philosophical world-view perspective in relation to your
137 practice of CPE supervision. This paper needs to be grounded in specific supervisory experiences and
138 include an exploration of how your theology/ spirituality/philosophy informs, enlightens or challenges
139 your supervisory identity and vice versa.
140

141 **Paper Four - Your Learning as a Supervisor:** (3000 words max) in which you describe the concepts
142 and themes you have discovered in your experience of being a Provisional CPSup, plus your own

143 experiences of receiving supervision and training as a Provisional CPSup. In preparing to write this
144 paper it will be helpful to review each of the one-page evaluations you have written of your supervisory
145 involvement within a Unit, plus each of the Supervisory Reports you have received from your training
146 Supervisor(s). You need to conclude your appraisal with a statement addressing why you believe you
147 have completed your training as a Provisional CPSup.

148
149 **Paper Five - Your Work with Five Students/ /Participants:** (3000 words max) in which you include five
150 of the 500-word Reports that you have written of your supervision of five CPE students/participants
151 (other than the student/student/participant that you wrote about in Paper Two above.) Also include the
152 evaluative feedback comments, regarding your supervisory contribution and CPE participation, written by
153 your selected five students/participants in their Final Evaluations.

154
155 **Finally attach:**

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

162 **Extension of Provisional Status**

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

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

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

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

174
175 **Successful Accreditation, Ongoing Accountability and Responsibilities**

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

178 An accredited CPSup

- 179 1) is not accredited to run a CPE Unit/course on their own
- 180 2) will work cooperatively with a Clinical Pastoral Educator or Clinical Pastoral Education Consultant
181 who has the overall responsibility for the CPE Unit, including the general oversight,
182 administration, group co-ordination, direction and education associated with a CPE Unit.
- 183 3) Is responsible for individual supervision for selected foundation and where appropriate, post
184 Foundation and Advanced CPE students/participants
- 185 4) Will supervise no more than two thirds of the students/participants in a group and in no case
186 exceeding three selected students/participants in any one Unit
- 187 5) Will offer leadership within the context of clinical seminars and case conferences as specified by
188 the course coordinator;

- 189 6) At the conclusion of each Unit will write a one-page report (500 words max) of the progress and
190 development of each CPE student/participant supervised. The report will include the CPE
191 student's/participant's goals and whether they were achieved, an assessment of their
192 competence in the provision of pastoral/spiritual care, ability to relate to their peers and their
193 supervisors and confirmation or not that they completed the Unit satisfactorily
194 7) Will write a one-page evaluation (500 words max) of their supervisory involvement within the Unit
195 8) Will request a report from the Co-ordinator of the Unit regarding their involvement in the Unit
196

197 **Professional Development**

198
199 An Accredited CPSup is required to meet their member Associations' Standards in regard to supervision
200 and Professional Development
201

202 **Review of your Accreditation as a CPSup**

203 Your accreditation as a CPSup is subject to ongoing review every five years. In the period under review,
204 you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if you have
205 not fulfilled this requirement within a five-year period.
206

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

212 **In preparation for your Review of Accreditation** 213 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

214
215 In all five Papers respect issues of confidentiality and provide footnotes plus a bibliography if you use
216 secondary resources.
217

218 Your Dissertation is to be typewritten, in font 11, with a 2 cm margin, and with each page numbered; it is
219 to be presented in the following order, secured in a folder, and one copy circulated to each member of
220 your Accreditation Review Committee at least 3 weeks prior to the day of your Review.
221

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

- 223 1) your name and contact details, your spiritual/religious/philosophical/faith affiliation,
224 theological/spiritual degree(s) / diploma(s) / certificate(s), or subjects completed towards a
225 theology/spirituality/philosophy qualification
- 226 2) your CPE experience, as a CPE student/participant and as a CPSup, plus any previous
227 Accreditation Committee commendations/recommendations
- 228 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of
229 any investigation
- 230 4) your statement of request of your upcoming Accreditation Review Committee
231

232 **Paper One** (1000 words max) in which you evaluate the salient features (the high points and low points)
233 of your professional experience since your last Accreditation Committee or Accreditation Review
234 Committee
235

236 **Paper Two** (1000 words max) in which you evaluate your supervision of 2 CPE
237 students/student/students/participants, ensuring that you include contrasting supervisory experiences.
238

239 **Paper Three** (500 words max) in which you describe any professional development training that you
240 have undertaken since your last Accreditation committee and evaluate the impact of this training on your
241 supervisory practice.
242

243 **Paper Four** (500 words max) in which you describe your future plans as a CPSup.
244

245 **Paper Five** (2000 words max) in which you integrate your ideas about CPSup supervision with a theme
246 or concept from one of the following: theology/spirituality, education, ecology, psychology, or another
247 field of relevant study.
248

249 **Finally attach:**

- 250 1) a copy of your most recent Accreditation Committee findings and provide a statement on how you
251 have addressed that Committee's recommendations
- 252 2) a statement from the CPEd of the most recent CPE Unit in which you participated as a CPSup,
253 outlining your functioning within the Unit
- 254 3) the final evaluations of the two CPE student/student/students/participants that you wrote about in
255 Paper Two (above)
256

257 Should your Accreditation Review Committee not recommend you for Affirmation of Accreditation at the
258 time of your Committee, and should you wish to continue to seek Affirmation of Accreditation as a
259 CPSup, you need to re-present to an Accreditation Review Committee within 2 years.
260