

## Background for Developing the Core Curriculum

In the fall of 2009, the ACPE Board established a task group to reconsider the recommendations of the *Report of the Presidential Task Force on Supervisory Education and Certification*. That report identified several concerns about supervisory education in ACPE, among them unclear expectations and accountabilities of training supervisors, wide variance in training methods, and the lack of a core supervisory curriculum. These issues have been identified as potential barriers to successful supervisory education and certification as ACPE supervisors by both students in the educational process and training supervisors. At the same time, the report suggests that the uniqueness and creativity that is at the heart of our supervisory education processes in ACPE is a strength to be preserved, and lies at the core of our theories of supervisory education. The first step for our task group has been to draft a new core curriculum that is intended to begin to reduce barriers and promote common language, while still preserving individual autonomy and creativity (attached).

This document is a proposal to advance an essential body of knowledge for the field of ACPE supervision. It is a “core” curriculum, that is, a *description* of the essential structure for the professional development of ACPE supervisors, and it serves as an articulation of a knowledge base seen as “core” but as far from inclusive. It is an attempt to create a common language to support the integrity of the certification experience. And it is illustrative of the application and utilization of the ACPE standards for supervisory education and certification.

This draft “core curriculum” is a document *in process*. We anticipate that it will change significantly in both structure and content. We recognize that new authors and voices are influencing our field all the time, and that educational methods are continually being refined, with new data and exciting new opportunities driving new and innovative programs. A core curriculum will therefore always be a dynamic concept, changing and growing along with new professional and cultural expressions. For now, we would like both your feedback and input. Please discuss with colleagues and peers and students and provide that feedback to the task group. Following the fall 2010 regional meetings, we will distribute this core curriculum, along with an on-line feedback form, to all ACPE members. In the meantime, channel all feedback through the task force chair, Bill Scrivener, at [bill.scrivener@cchmc.org](mailto:bill.scrivener@cchmc.org).

## ACPE Supervisory Education

### Draft Core Curriculum

#### About a Core Curriculum

The following core curriculum is intended to capture the *essential* concepts and readings of ACPE's supervisory education process, with each training center and supervisor developing their own broader curricula and training process. The ACPE Certification process suggests a *developmental* and *integrative* process for those entering into the study and practice of CPE supervision, which is largely reflective of the subjective elements of a curriculum, and of the training center and supervisor. A core curriculum is intended to provide a structure and the basic elements that prompt the professional development of the student in supervisory education. The content areas identifiable in ACPE standards taken together with the certification requirements shape a progressive curriculum supportive of evolving conceptual competence, practice and integration. Certification review evaluates the supervisory student's progress in relation to these requirements and to the expectations of each given stage of the certification process. Supervisory education curricula are based on:

- ACPE Program Standards Section 308
- the objectives and outcomes for Supervisory Education set forth in ACPE's Objective and Outcome Standards Section 313 (curriculum) and -314ff (Objectives and Outcomes)
- the requirements for certification as a CPE Supervisor as set forth in the ACPE Certification Manual.

**Pre-admission** (this section is included, even though it precedes the supervisory education process, to assist training supervisors in assessing the applicant's readiness. The curriculum content is normally satisfied when the student has fulfilled the Level II Outcomes.)

#### Focus of Assessment:

Level II competencies  
Self-knowledge and self-awareness  
Effective pastoral functioning  
Integration of personal history and professional identity  
Theological depth  
Spiritual health  
Leadership capacities

#### Content Topics:

Spiritual care history in America and the development and growth of CPE  
How faith tradition addresses the human condition  
Professional clinical ministry and care of persons

### Core Reading:

Capps, Donald, Reframing: A New Method in Pastoral Care

Clinebell, Robert, Basic Types of Pastoral Care and Counseling

Fowler, James W., Stages of Faith: The Psychology of Human Development and the Quest for Meaning

Holifield, E. Brooks, A History of Pastoral Care in America: From Salvation to Self-realization

Snorton, Teresa E., Through the Eyes of Women: Insights for Pastoral Care

Thornton, Edward E., Professional Education for Ministry: A History of Clinical Pastoral Education

### Tasks Pre-Readiness Consultation:

Read certification manual

Assemble required documentation

Prepare and organize required graduate quality materials

Schedule and meet readiness committee

File presenter and consultation reports

## **From Admission to Candidacy (Pre-Candidacy)**

### Focus of Assessment:

Standard 315

Pastoral identity

Personal authority

Articulation of CPE methodology and outcomes

Developing identity as pastoral educator

Theological breadth

Congruence of theology and practice

Personal religious/ethnic/cultural perspectives and interests

Curricular Focus: Introduction to the practice of supervision through reading, observation, and preparation of candidacy application.

### Content Topics:

The ACPE Standards and Code of Ethics

- survey of theories of supervision with emphasis on:
  - the supervisory relationship
- review of behavioral and social sciences as applied to pastoral function with emphasis on:
  - psycho-dynamic theory development
  - systems theory
- theology of spiritual care with emphasis on
  - integration of theology and spirituality
  - contemporary theologies
- CPE supervision through the lens of ACPE Standards and Code of Ethics
- Personal cultural history, how it shapes the practice of ministry Cultural sensitivity with emphasis on

- cultural sensitivity

### Practice Level:

Observe supervision

Discuss observation as relates to theory and practice

Begin co-supervision as ready

### Core Reading:

Becker, Ernst, The Denial of Death

Belenky et al, Women's Ways of Knowing: The Development of Self, Voice and Mind

Chittester, Joan, Scarred by Struggle, Transformed by Hope

Fitchett, George, Assessing Spiritual Needs: A Guide for Caregivers

Friedman, Edwin, Generation to Generation: Family Process in Church and Synagogue

Hall, Douglas John, God and Human Suffering

Kegan, Robert, The Evolving Self

Mueller & Kell, Coping with Conflict

Palmer, Parker, To Know as We are Known: Education as a Spiritual Journey

Schon, Donald A., The Reflective Practitioner and Educating the Reflective Practitioner

### Tasks Pre-Candidacy:

Master applicable section of certification manual

Assemble required documentation

Prepare and organize required graduate quality materials

Schedule Certification Committee Appearance

Meet to demonstrate competency to be certified a Candidate

File Materials, Consultation, Presenter, and Committee Action Reports

## **From Candidacy to Associate Supervisor**

### Assessment Focus:

Critical Purchase of:

- learning theories
- personality development
- cultural competence

Skill development in education and group facilitation

Development of position papers

Curricular Focus: Initial practice of supervision accompanied by research and development of positions papers.

### Content Topics:

Theoretical understanding of teaching/learning process in supervision with emphasis on experience and process based learning theories such as:

- transformative education

- congruence of theory and practice
- empowerment of the student

Personality theory as it informs supervisory practice with emphasis on:

- self psychology; object relations; and developmental theories
- parallel process in education

### Practice Level:

Individual and group supervision under direct supervision

Reflection upon and discussion of evolving supervisory practice and learning issues

### Core Reading in: Theology:

Marty & Peerman, A Handbook of Christian Theologians

Neil Ormerod, Introducing Contemporary Theologies: The What and the Who of Theology Today

Augsburger, David, Pastoral Counseling Across Cultures

Glaz & Moessner, Women in Travail and Transition: A New Pastoral Care

### Personality Development:

Cloninger, Susan, Theories of Personality: Understanding Persons

Langs, Robert, Unconscious Communication in Everyday Life

MacKinnon & Michels, The Psychiatric Interview in Clinical Practice

Maddi, Salvatore, Personality Theories: A comparative Analysis

### Education and Supervision

Corey, Gerald, Theory and Practice of Counseling and Psychotherapy

DeLong et al, Courageous Conversations: The Teaching and Learning of Pastoral Supervision

Eckstein & Wallerstein, The Teaching and Learning of Psychotherapy

Estadt, Barry, The Art of Clinical Supervision

Frawley-O'Dea & Sarnat, The Supervisory Relationship: A Contemporary Psychodynamic Approach

Hawkins & Shohet, Supervision in the Helping Professions

Hemenway, Joan, Inside the Circle

Jacobs, David & Meyer, The Supervisory Encounter

Mezirow et al, Learning as Transformation: Critical Perspectives on a Theory in Progress

### Tasks Pre-Associate:

Master applicable section of certification manual

Schedule supervisory cycle as appropriate: observer-participant, co-supervision, independent supv.

Critically purchase, author and submit theoretical papers: theology, personality, education

Independently design and supervise a unit of CPE

Author, assemble, and submit by deadline all documentation and materials to Certification Commission

Declare to meet Certification Commission to request Associate Supervisor status

**From Associate to ACPE Supervisor** (this section is included, even though it follows certification as an Associate Supervisory, to assist the supervisor and any consultants in assessing readiness to meet the Certification Commission for ACPE Supervisor.)

### Assessment Focus:

Self supervision  
Group theory  
Program management and administration

### Content Topics:

Use of self  
Inter-subjectivity  
Narrative theory  
Organizational leadership

### Core Reading:

Armstrong, Thomas, Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences  
Bion, W.R., Experiences in Groups  
Bohn, Carole, Therapeutic Practice in a Cross-cultural World: Theological, Psychological & Ethical Issues  
Cooper-White, Pamela, Shared Wisdom: Use of Self in Pastoral Care and Counseling  
Corey & Corey, Groups: Process and Practice  
Gilbert, Roberta, Extraordinary Leadership  
Merriam, Sharan, Third Update On Adult Learning Theory (2008)  
Palmer, Parker, The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life  
Senge, Peter, The Fifth Discipline: The Art and Practice of the Learning Organization  
Stark, Martha, Modes of Therapeutic Action: Enhancement of Knowledge, Provision of Experience, and Engagement in Relationship  
White & Epton, Narrative Means to Therapeutic Ends  
Yalom, Irvin D., The Theory and Practice of Group Psychotherapy

### Practice Level:

Independent group and individual supervision  
Curriculum design and implementation

### Tasks:

Master applicable section current certification manual  
Use focused consultation to address any notations  
Prepare, assemble, organize, and submit by deadline required materials of graduate quality  
Schedule a committee appearance to request certification as ACPE Supervisor  
File Presenter and Committee Action Reports