

The North Central Region  
The Association for Clinical Pastoral Education, Inc.

**Proceedings of the Supervisory Summit**

**Edited by William R. DeLong, Ed.D.**

North Central Region  
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## **The Background**

The Board of the North Central Region sought to use surplus funds to allow for a special educational event for the members of the region. Gary Sartain, the regional director for the NCR, sought ideas and advice from each of the sub-regions. This information was brought to the meeting of the Board where a consensus quickly developed to hold an educational event on the nature and current practice of supervisory education in the ACPE. The final resolution brought to the membership of the North Central Region and unanimously passed at the annual meeting in Tampa was:

“Given the current solid financial position of the North Central Region and in light of ongoing concerns about Supervisory Education throughout the ACPE, the North Central Region board proposes that \$25,000.00 be used to sponsor a Supervisory Education Summit to be held in 2007 in the Chicago area. The funds would be used to provide travel and lodging expenses for NCR Supervisors interested in supervisory education, and, for purposes of cross fertilization, to supplement the cost of bringing in a training supervisor from a Center in each of the other eight ACPE regions identified by that region as embodying best practices in supervisor education. The Region will seek additional support and participation (at their cost) from other regions who share the interest and concern about Supervisory Curriculum and best practices that lead to certification as a supervisor in the ACPE.”

The Board elected William DeLong to chair the planning committee for the Supervisory Summit. The planning committee included interested members of the region and we had several conference calls to begin the planning process. After a few such conference calls the group determined to call for a sub-committee to attend a planning day. This core planning team included Sheryl Linds Stowman, Michelle Oberwise-Lackock, Barbara Sheehan, Gary Sartain, Beth Burbank and JoAnn O’Reilly.

Since the original motion named Chicago as the place for the summit the committee looked at a number of sites in and around Chicago. It was determined that a more central location would assist the members of the NCR and hold down on cost. The Bishop O’Connor Retreat Center in Madison, WI was chosen as the site for the Summit and the date, again to hold down cost, just prior to the NCR annual meeting was also selected. The Summit now had a time, and a place.

The core planning team met at Advocate Health in Oak Brook for a day of planning the agenda for the Summit. The planning committee had already decided to use a process known as the World Café in order to stimulate thoughtful conversation in a brief amount of Time. Barbara Sheehan who had used the model in other events led the committee around formulating questions and in general educating the committee about the Café model.

The following agenda was set by the core planning group for the Summit:

## Friday

2:00-2:30	Welcome and Introductions to the Summit Process
2:30-3:30	1 <sup>st</sup> Café Question “What are your core beliefs about supervisory education?”
3:30-4:30	Panel Discussion “Criteria for selection of Supervisory Students?”
4:30-5:30	2 <sup>nd</sup> Café Question: “What interferes with you living out your core values in supervisory education?”
6:00-7:00	Dinner
7:00-8:00	Surface patterns, insights, and deeper questions.

## Saturday

7:30-8:30	Breakfast
8:30-8:45	Devotional
9:15-10:15	Components of Best Practice in Supervisory Education-Jane Litzinger Responses from the North Central Region
10:15-10:30	Break
10:30-11:30	3 <sup>rd</sup> Café Question “What do you believe is the Core Curriculum for Supervisory Education?”
11:30-12:30	Lunch
1:00-2:00	Open Mic Question “What are you doing in peer group meetings in Supervisory Education?”
2:00-2:15	Break
2:15-3:45	Panel Discussions Barriers and Blessings to Supervisory Certification within Regions.
3:45-4:00	Break
4:00-5:00	4 <sup>th</sup> Café Questions “What does Integration look like at each level Supervisory Certification?”
5:00-5:30	Connecting the Dots
6:00-7:00	Dinner
7:00-9:00	Gathering Collected Wisdom, Now What?

The Regional Directors of each region were invited to select a member from their region to attend the event as a guest of the North Central Region. In addition we invited members from the Canadian Association for Pastoral Practice and Education, represented by Tom O’Connor, Tom Powell. Ted Linquist, the current chair of the certification commission, represented the Association for Professional Chaplains. Also invited was Bill Schrivner, the President Elect of ACPE, Deryck Durston, the Associate Executive Director of ACPE. The National Association for Catholic Chaplains was represented by Kate Sullivan & Gerri Krautkramer, both of the North Central Region.

The following individuals represented the regions of ACPE:

Northeast Region: Kathleen Gallivan and Mary Martha Thiel

Eastern Region: Meigs Ross (also ACPE Certification Commission)  
Mid-Atlantic Region: Terri Bolotin and Jane Litzinger  
Southeast Region: Sheryl Wurl  
East Central Region: Mary Burks-Price, Walter Jackson and Ann Letson  
South Central Region: James Gunn, Art Lucas and Frances McWilliams  
Southwest Region: Gina Bethune, Gene Huffstutler, Carlos Sanchez, Ron Somers-Clark and Lerrill White.  
Pacific Region: Brenda Simonds, Sandee Yarlott

## **The Café Model**

The World Café Model was chosen in order to encourage significant conversation and to deepen relationships. The model was originally suggested by Barbara Sheehan as a way to begin this conversation. The following letter was sent to all who registered for the summit with the encouragement to learn about the World Café Model:

April 16, 2007

Dear ACPE Colleague:

Welcome to the NCR Supervisory Summit. On behalf of the North Central Region and the Planning Committee of the Supervisory Summit, we want to welcome you to our upcoming meeting on May 18th, 19th. Several months ago the Board and membership of the North Central Region decided to host an event that focused upon supervisory training and the process of supervisory education. With many recent suggestions made throughout our organization we felt it was time to gather and listen to ourselves about the art of supervisory training and the future of our organization.

With that in mind, we are using a process that encourages exactly that, "listening to ourselves." When we gather we will be using a process called the World Café. It is designed to assist us in deeply listening to each other. You are encouraged to visit the web site for the Café Model at [www.theworldcafe.com](http://www.theworldcafe.com) to learn more about the process we will be using. Below is a brief description about the Café model.

**As a conversational process**, the World Café is an innovative yet simple methodology for hosting conversations about questions that matter. These conversations link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights into the questions or issues that are most important in their life, work, or community. As a process, the World Café can evoke and make visible the collective intelligence of any group, thus increasing people's capacity for effective action in pursuit of common aims.

In addition to the conversations and presentations at the Summit, we encourage you to bring along curriculum or other materials you may wish to share with your colleagues. There will be tables available at the meeting room for distributing copies to others.

You will find below an agenda for the Summit. Please feel free to contact Bill DeLong or Gary Sartain if you have any questions with which we may help. We look forward to an experience that helps us center on the process we use to train ACPE Supervisors.

Summit Planning Committee  
William R. DeLong, Chair  
Michelle Oberwise Lacock  
Sheryl Lyndes Stowman  
JoAnne O'Reilly

## **The Summit**

Following introductions and welcome the group was given more information about the World Café Model. This led to the first question. In part because of the newness of the model we were using, and because the facilitators were intent on gathering a great deal of

information the first question provided a tremendous variety of responses that are reproduced here as they were recorded. That is the data that follows were recorded from the participants at each table. They are provided here without ranking of any kind. There has been no editing or interpretation given to this data. Rather it is presented here for the individual reader to assess the meaning of the responses.

### 1<sup>st</sup> Café Question “What are your core beliefs about supervisory education?”

- Life blood of APC certification
  - Supervisory Alliance is crucial “no acting out”
  - Process as a whole is spiritual
  - Transformative
  - Life long learner
  - Complete process
  - Theory that is relevant
  - Integration of theology and practice
  - Spiritual/psychological growth & maturity
  - Cultural awareness
  - Integrity of supervisor & student
  - Students critical purchase of spirituality
  - A birthing process
  - Open ended ness for both student and supervisors
  - Learned process
  - Student is creator of curriculum
  - Its all about relationship
  - Co-learners/co-creator
  - Everyone’s journey is unique
  - Journey with the various subcultures of my being
  - Matures internally and externally
  - Doesn’t have to be chronological
  - Imp understand inner process of other
  - Master coaches-help them see
  - Motivation and calling- motivator
  - Life long journey
  - Hard work/rewarding. Important and life giving
  - Integration of theory and practice
  - Theory vs. experiences
  - Spiritual transformation
  - Let go things will happen
  - Humility
  - “Competencies”, “outcomes”, “structures” of ACPE may be leading us in a counterproductive direction for supervisory education
  - Students learn thru themes, stories, and metaphors. Each student addresses the outcome thru those themes, so
- “outcomes” of each student do not always looks alike
- What I am teaching is a life long process... I may not really ever know what I’ve taught a supervisory student. The realization of that knowledge may only emerge later
  - Sup. Educ. requires exposure to literature and concepts that most ministers have not been exposed to. Need conceptual grounding early on in the training process
  - Lively tension of paradox
  - Training supv model of what he or she teaches
  - Humane, respectful, collegial process
  - Creative tension vs. ind. + corporate integrity
  - Supervisor as master clinician
  - Let go to let learn
  - See and honor person in context
  - Supervisor understand role with student to assist in life long learning
  - Names to progressive levels of competence of training.
  - Salvific process
  - Experience makes for theology & theology ,akes for experience
  - Intensity and detachment with open endness
  - Accountable for standards
  - Sup ed involves a shift from pastoral care giving to education
  - Emphasis on integration-an organic process
  - Need for concurrent supervisory experience + learning about theory
  - Peer accountability
  - A lot we didn’t teach but still learn
  - Honest with students who “do not cut it”
  - Requires us to encounter sacred space
  - Needs to have more training and mentoring

- There is a core curriculum to be instilled
- There are many dimensions not just 2 players
- Clinical pasr experience drive theory
- Be grounded in our own stories
- Consultation is important and should be modeled
- Model of healing + inpowerment
- Integrative process bringing together pastoral, theological administrative, educational, psychological
- Looking at moving from the health of individuals toward the health of community
- It's about education, not certification
- It's costly for student and family, institution and needs to be supported and requires fortitude
- Critical reflection-bring & create from outside-interdisciplinary
- Importance of self awareness
- Process is kairos not clonos
- Insight into cultural contexts and how that contributes
- Immediate engage, involvement take very motivated students
- Student get it when and where you get it
- Spiritual and emotional maturity important for student
- We learn one another
- Clear critical feedback to supv resident for clear integrity
- Ability of supv to acknowledge being stuck
- Supervisors need to be committed to learning and growing
- SIT has to be liked + seen as certifiable by training supervisor
- Supv training→institutional gets least commitment to education return
- Passing on generational wisdom
- Professional competence integrative
- Pathway to health, creative not controlling
- Supervision as adt/ uniquely fits into profession
- Integrity-journey into self worth, identity formation
- Field hold knowledge not just dialogue
- Personal and pastoral integration is the core
- Process should be enjoyable
- Draws from outside resources and celebrative with other disciplines
- Pastoral formation is foundation
- Art & craft and skills
- Self directed
- Encourage SES to gain from others
- Inner experience of the clinical process important throughout
- Peer process
- Trust conducive to adult learner approach
- Cultural humility
- Readiness of student and training supv
- Supervisor open to learn from student
- Relational component to diad is important
- Supervisor is perpetual learner
- Journey in dialogue
- Maturity >35 will be difficult
- Chronological
- Connected & ethical God-revelativity of the more than human part of us
- Separate from other disciplines
- More training for supervisors
- Lack of standards
- Good thing to do
- Takes a community
- Supervisor relationship is key
- Ought to be more than me supv
- Trust is vital for openness
- Involve commitment
- Supervisory + SEE are 1 learner
- Knowledge clarity of power different boundaries is important
- Motivational + call critical for supv and student

The second question followed a panel discussion on the “Criteria for selection of Supervisory Students?” This involved a moderated discussion by Sheryl Lyndes Stowman and selected participants. A wide variety of criteria were mentioned including the need for careful evaluation of pastoral proficiency and capacity to use

the unique educational model of CPE. Others commented on the need for clear assessment of motivation of the potential supervisory student given the difficulty of the process. Cultural values and the match with centers and supervisors were also commented upon. The following lists some of the points of discussion.

CRITERIA FOR READINESS OR ADMISSION INTO SUPERVISORY CPE  
THE PANEL:

Meigs Ross:

- 1) Smart, academic ability and emotional intelligence
- 2) Strong pastoral identity
- 3) Hard worker--Has fire in the belly for supervision
- 4) Ability to grow
- 5) Their fit for our particular center/personality

- 5) Know themselves, others and God
- 6) Love learning
- 7) Curiosity
- 8) Preference is to students who have been residents at their center or they accept them for one unit of residency prior to admission into supervisory
- 9) Can they withdraw their own projections?
- 10) Can they embrace their own healing

Steve Corum:

- 1) Highly motivated
- 2) Sense of call
- 3) Can we work with them
- 4) Theological and theoretical acumen

Tom O'Connor:

- 1) You have to be a master clinician
- 2) Completing a course on supervisory theory offered in Canada
- 3) Emphasize an adult educational approach
- 4) Work with clarifying the tension between supervision and therapy
- 5) Students need to feel called to it, should be fun and energizing
- 6) Theological aspect of education emphasized

Sandee Yarlott:

- 1) Am I going to enjoy being in relationship with this person
- 2) Seeking multi-cultural diversity
- 3) Strong pastoral authority
- 4) Wanting it that badly

**2<sup>nd</sup> Café Question: “What prevents you from living out your core values in Supervisory Education?”** Again, this data is not edited and is taken from the feedback provided by each table.

External Forces

- Cost / Long term process
- Distance / Peer group
- Corporate culture
- Endorsement

- Defended personally to be open to our process and to each other
- System rotating supervisory student what is our commitment to them
- Overwhelming multiple demands; no time for self reflection/study

Internal Factors

- Tension between learning and need to get student certified
- Fear of reaching out for consultation
- Weight on our shoulders to get person certified versus sharing this with other supervisors

- Lack of support / time / collegiality
- Exhaustion
- Enmeshment & over invest in students, lose objectivity
- Student requirements higher than when many supervisors trained
- Lack of consensus of theory integration & curriculum across ACPE
- Lack of time and attention to our own reflection

- Physical and geography limitations
- Pressures—internal and external
- Not attracting students with “fire in the belly”

- Self
- Student(s)

- God /higher power
  - Study
- Lack of deep conversation/collaboration among supervisor staff about selves and work relationships
- Complicated systems we work in and demands of students
- Internal fear of own inadequacy /incompetence and of external critique
- Mixed message/false dichotomy between being “proficient” and still needing consultation
- Anxiety about coaching students to meet committees interferes with our core educational values
- Theory envy and performance anxiety as supervisors
- Multiple internal and external demands and expectations
- Lack of ongoing peer-conversations about theory, practice and relationships: “supervisor peer-factor”
- Time
  - For self reflection— administrative/work responsibilities
  - So many competencies—labor intensive process
  - For peer reflection/consult
- Tensions
  - Outcomes / competencies vs. education; /messy learning process need to success
- Lack of self-differentiation & anxiety
  - Students over dependent
  - Students over invested
  - Supervisors competing
- External and internal interference
- Finances –stipend vs. staff
- Certification process adversarial?
- Minimalist vs. high expectations
- Trust in certification process-expertise of committees
  - Mutual accountability
  - Paper writing
- Letting others know-me claiming what I need to do and communicating it to the people I work for/with
- Being honest with my core/if I am not that then it gets in the way
- Not vulnerable w/ peers enough to get the supervision I need
- If I don’t do self-care, reading etc.
- If my values are not congruent w/ certification process/committees
- Too busy, to many responsibilities to attend to supervision
- To anxious (ref Friedman)
- Our own struggle to say “no” to set limits
- Our own humanity-more externally focused to detriment of inner work
- Tension between holding a core value of diversity and the complexities of it
- Endorsement issues
- Tension between learning and going through the certification process
- Exhaustion-busy with ministrations and other obligations
- Shame about students knowing more theory
- Fear-take appropriate risks
- Transference and projections gets worse with exhaustion

Following dinner we returned to voice what participants thought was most meaningful for them in this first part of the Summit. The summation includes the thoughts and reflections from Café questions 1 and 2. These comments are listed without edit.

- Core beliefs, the relationship was important, barrier our own self reflection
- Not alone in feeling threatened to share our own theory with peers
- Tension relationship, autonomy, etc. a variety of areas that are in tension with each other
- Which comes first theory / practice-the importance is the integration
- Practice and story drive theory
- Training for certification, giving and receiving feedback
- Curious about lack of discussion regarding peer groups, more focus on supervisory relationship w/ sup student
- Promote collaboration-grateful for this dialogue
- Greater consensus on supervisory education around theory/practice
- Teaching and learning from each other, keep doing this

- Develop accountability around supervisory education. So students benefit (well/and where its not happening)
- How do we model self-disclosure, accountability so those making an appearance know the committee more
- How do we set up research and learn from it
- Train people to be transparent and yet professional risky to do so
- Once certified to make sure to take time for own education, and to be vulnerable and transparent
- Training supervisor be vulnerable, willing to present
- Sensitive to location
- Full time chaplain and new time lines in certification
- What makes a unit of supervisory ed
- More mutuality in committee appearances before, during and after
- Receive presenters report earlier
- Tension between creativity and structure ( core curriculum-resist defining that)
  - What do we have to know- resisted this?
  - A lot of tensions, diversity in the process, creates some confusion, also allows for creativity/diversity both + / -
- Value -we want it to be hard- difficult and tease out what that means
- Under valued systems kill your-our young- do we?
- Different supervisory students need different kinds of supervision
- Relationship w/ our faith traditions
  - are we drawing from faith groups that are growing?
  - Endorsement process, CPE is not a church like folks to have a connection
  - Tension between Z perspectives
- Values and than raise the bar for integration, etc-look at the “exhausted” trying to do so many things. Tension between two. What is the support we need?
- Spirituality more important as I am getting older. Integration more now “left brain” need more “right brain” Afraid to let others know our spirituality if it is different from our own. Tell their story
- What were the students goals if always focused on outcome?

After breakfast and devotions we began Saturday morning with a presentation by Jane Litzinger from Wake Forest University North Carolina Baptist Medical Center in Winston-Salem, North Carolina. Jane was invited to speak to us about best practices in supervisory education.

### **Best Practices in Supervisory CPE**

Jane gave a stimulating presentation that centered on a supervisory grid they use at N.C. Baptist. The grid appears in the appendix of the proceedings. Briefly the grid provides a kind of road map for the progress of supervisory education and corresponds both to individual learning goals and to the outcomes for supervisory education. The response to Jane’s presentation was made by David Rumbold and Sheryl Lynds-Stowman. Both voiced appreciation for Jane’s perspectives and differed with her on some of the structure of the grid. A question in the later Q&A session was how dependent this kind of structure is upon having a large CPE faculty and institutional support. Jane’s presentation is reproduced here.

*My assumptions about best practice in supervisory education*

**What is Best Practice?**

- My sources (*Wikipedia*) say that best practice is a management idea which asserts that there is a technique, method, process, activity, incentive or reward that is more effective at delivering a particular outcome than any other technique, method, process. The idea is that with proper process, checks, and testing, a desired outcome can be delivered with fewer problems and unforeseen complications.

#### What is Best Practice in Supervisory Education?

- Best Practice in Supervisory Education is a whole set of curriculum practices that facilitate the achievement of the objectives that define supervisory education. (See Handout #A) Those objectives are stated (I think simply and masterfully) in Standard 313.

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.

- What makes them “best” is that they are particularly effective in assisting supervisory education students **in building a theory base** for their supervision, **in providing practice** of supervising and being supervised, and **in facilitating integration of theory and practice** of supervision in the supervisory student's identity as person, pastor, and educator.

- “Best” practices are particularly effective in assisting students to develop the competencies articulated in Standards 314 through 319, the Outcomes of Supervisory CPE.

- “Best” practices are particularly effective in assisting students obtain professional certification and secure real jobs where they can pursue the wonderful vocation called being an ACPE Supervisor.

- ”Best” practices are also particularly effective in assisting students who do not have the gifts or motivations needed to be ACPE supervisors to leave the process and find other ministry positions in which they can flourish.

- Yes, I am convinced that essentially the same best practices prepare our students to be excellent supervisors and to pass regional and national certification committees.

- This is a parenthesis that belongs in another presentation but I cannot resist it here. I believe that regional and national certification committees need to define and tend their own best practices as they certify. I was encouraged in this regard three weeks ago when I served on a panel of theory paper readers. I have done this before many times. However, for the first time the process required the three readers to complete and send to the paper writer our composite evaluation of 24 required dimensions in her three papers.

This begins to look like a certification best practice to me. (Note: we can learn from APC as we move ahead articulating competencies in certification process.)

Is there one set of best practices that will serve all ACPE supervisory educational centers?

●I do not think that there is a one size fits all set of best practices for all of our training centers. Training centers are different from each other and that is one of ACPE's great strengths. However, I believe that there may be "components" of best practice that would be consistent for all training centers. I think we have a lot to learn from each other's best practices even if we know that our own edition of a practice must look different from the center in which it originated.

So what are some best practices in supervisory education, who said so, and what are the components of best practice in ACPE supervisory education that might be consistent for all training centers?

I think that any practitioner of supervisory education whose students get certified and any student who gets certified can look at his/her experience and describe best practices. I am one of those practitioners and I want to describe for you three best practices from my center that have helped our students build their theory bases, practice supervision under supervision, and integrate their theory and practice in their identity as person, pastor, educator. The three practices include *a core curriculum, a contract between the center and the supervisory student*, and *educational seminars*. Of course, all supervisory education programs must have these three practices so I will explain why I think these are "best" practices. From the vantage point of these best practices that have been very effective at my center, I want to suggest some components of these best practices that might be important for all training centers.

Three Best Practices from WFUBMC

#1 Develop a Map/Core Curriculum/A Grid

What is it that supervisors and supervisory students are doing together in the supervisory education process? A map or core curriculum or grid is meant to answer this question and provide a specific yet flexible statement of what this educational process is all about. (See Handout B) Here is an example from our center of what our map, our grid looks like. Obviously, there is an edition of this in which all the blocks are filled in. Here I just want to picture the general outline. Notice the educational process it describes:

- Supervisory education is *developmental* (**See horizontal axis**).
- In each of the four phases students will be working on certain *skills* and *theoretical mastery*. We think it is helpful to articulate a sense of the students *self understanding* in each phase. We remind ourselves and our students what *learning formats* and *program settings* will be part of each phase and we note the focus for **bibliography** and examples of the most important kinds of sources that students will be consulting in each phase. (**See vertical axis**).

- So for example, the first phase looks like this. (See Handout #C) We see phase one as very focused on the development of grounded pastoral care competence and our students have significant pastoral care responsibilities in the medical center. We want our supervisory residents to be excellent pastoral care givers and the skill segment here is

all about the level 2 outcomes. Our theoretical focus in this segment is on competence in the theoretical frameworks our residents will soon be teaching to their level 1 students. What makes this segment different from the second year pastoral care residency most of our supervisory residents have is a focus on use of self in pastoral care with its significant requirement for self knowledge.

●For a second example, the second phase looks like this. (See Handout #D) The skill level for this segment is much about basics...what our colleague; David Carl at Carolinas Medical Center calls the “horsy/ducky” dimension of learning. All of the good “verbatim habits” developed in pastoral care are translated now in the student’s supervisory relationships. These students discover much more about counter transference and we want them to be able to articulate pastoral issues that emerge in their work with students. Hard work on the theory papers begins here and students bring drafts of their papers to individual supervision as well as to theory and practice seminar. In terms of self understanding, in the supervisory dimension of his/her work this is a time of trials and tribulations (image from Stoltenberg and Delworth) as the beginner faces the repeated cycles of fluctuating between dependence and autonomy with his or her own supervisor and between over-confidence and being overwhelmed with his or her own students. (This image is from Hawkins and Shohet.) However, as a pastoral care giver, the supervisory student is accomplished and able to accompany students in the clinic with some ease.

So, what makes our grid a best practice? The grid describes **concretely** some important supervisory competencies. The grid is not expansive and attempts to enumerate **minimal** competencies. The grid makes provision for the **developmental** nature of the educational process and we think this helps us define a level of supervisory presence/absence to the supervisory student that is responsive to his/her place in the process and provides consumer protection to the level 1 students he/she is supervising. Finally this overall view of what we are doing together and which we hold flexibly allows us to be a community of supervisors who can all take our turns working with students.

## #2 A time-limited, three year contract for supervisory education

Our supervisory residents know when they begin that their process with us will be a three year process. (See Handout B, below the grid outline.) You see there about where we expect our supervisory residents to be, approximately, as they pursue the course of their training.

What makes a time limited contract a best practice? It helps our students be **self defining**. For example, they set their own deadlines for completion of theory papers. The time limitation tends to help our students be **active participants** in their own educational process. From the center’s side of things, the time limited contract is situated in our commitment to provide supervisory residents with **generous personnel and time resources** as we participate in their journey. It is part of our ethic not to take advantage of supervisory residents by extending for months and years the time they work on a student’s stipend with limited benefits.

## #3 Regularly scheduled, structured, educational seminars

*THEORY AND PRACTICE SEMINAR*

This seminar meets weekly for 75 minutes for 10 to 14 times during each of the three annual educational units. (See handout #E1) Our (two) supervisory residents and at least three faculty members attend. One faculty member is assigned to convene this seminar and plan the sessions. In each unit we focus four seminars on one of the three theory areas required in paper writing. Supervisors present seminars on practical supervisory skills. Supervisory students present drafts of their theory papers and other work they are preparing. Supervisory residents also present each unit's final evaluation in this seminar.

#### *CONSULTATION SEMINAR*

All faculty and all supervisory residents attend this 60 minute weekly seminar. Supervisors and supervisory residents bring issues/concerns from their own supervisory practice and seek consultation. Everyone consults. Supervisory residents often bring clips from the video of their supervisory sessions as basis of their consultation.

#### *SUBREGIONAL SUPERVISORY PRACTICE SEMINAR*

Four and sometimes more of the North Carolina training centers participate in this seminar. All centers that send supervisory resident/s send a faculty supervisor. The meeting occurs bimonthly for 3 hours and has 2 sessions. All supervisory students are in a clinical presentation rotation for the first seminar. There are no spectators! All present break into two or three smaller groups to give feedback to the presenters. This is followed by an IPR, co facilitated by two supervisors. There is a (supervisor) process observer who leads a discussion at the end of the IPR. This discussion provides great commentary on group process. The planning function for this meeting rotates among the centers with a supervisor from one of the centers acting as convener for each of the three annual segments of the gathering.

What makes our educational seminars a best practice? Our seminars provide **regular and titrated spaces to develop the theory base** for supervisory practice. They provide **consistent** places for supervisory students and supervisors to be on their feet in **participative** educational process. In these seminars we are able **to develop the educational culture** that is required to support the sophisticated, interdisciplinary, ministry education project we call supervisory education.

#### Components of Best Practice in Supervisory Education

You will remember that I do not think that these best practices from WFUBMC are necessarily best practices for every center. No doubt, some of these practices could and have been revised to be functional in other centers. But are there any “components” of best practice in supervisory education that can be identified from these specific practices to serve as criteria for best practice development throughout ACPE's supervisory education centers?

Here is my answer to that question. (See Handout #E2)

Supervisory Education must be rooted in a serious educational culture. The educational culture required for supervisory education is different in quality and quantity from that required to provide education for level 1 and level 2 outcomes. A serious education culture for supervisory education will include:

- A map of the process of supervisory education that is understandable and functional for students and supervisors;
- A structure for the educational process that provides for engagement and accountability between supervisory education students and training supervisors/training centers;
- A capacity for training centers/supervisors to assist supervisory education students in building the knowledge base articulated in Standard 313.1;
- Clarity about the minimal skills/competencies required for students to be certified as practitioners and places for supervisory education students to be supervised as they attempt to live into these competencies in their supervision of students.

Yes, this is a large order. Yes, I think that the national organization will need to invest significantly in the development of vision and resources for supervisory education centers. Yes, I hope that centers and regions can assist each other as we work more creatively with distance learning possibilities and the development of DVD libraries. My sense is that attention to best practice development in supervisory education is critical to the survival and continued influence of ACPE at the ministry education table.

Above all, I hope that as we continue the best practice discussion in ACPE we will approach each other relationally as respected and wise co-workers who can learn from and with each other. Obviously the North Central Region understands this as is evident from the format of this whole meeting...as we might say in Winston Salem, Ya'll come! Thank you. I think that documents sent down from above will never work if we want to really and effectively "grow" the supervisory education process and therefore our unique ministry in the world

The third question in the World Café centered upon the question of core curriculum. The question we struggled with on Saturday morning was:

**3<sup>rd</sup> Café Question: "What do you believe is the Core Curriculum for Supervisory Education?"** The data from that round is below.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• The Process is our curriculum's frame of reference</li> <li>• "Courageous Conversation" around self, theory, and practice</li> <li>• "The story" (centrality of narrative) is the starting point</li> <li>• Group Process (commitment and consistency)</li> <li>• Observing Supervision <u>Truth &amp; Grace</u> &lt;-&gt; <u>Practice from Theological Core</u> <ul style="list-style-type: none"> <li>◦ Doing supervision</li> </ul> </li> <li>• Observe Group, participate in group, supervise group</li> <li>• Reflection on supervision with a supervisor and peers</li> </ul> | <ul style="list-style-type: none"> <li>• Instruction in theory and Practice           <ul style="list-style-type: none"> <li>◦ Reading</li> <li>◦ Study</li> <li>◦ Course work</li> </ul> </li> <li>• Competent in receiving and giving critique</li> <li>• Dynamic relationship-story           <ul style="list-style-type: none"> <li>◦ continuing clinical practice of ministry</li> </ul> </li> <li>• Peer group for S.I.T.-required and some flexibility</li> <li>• Dedicated time for written reflection on practice and theory e.g. writing retreats</li> <li>• Modeling by supervision of integration of theory and practice-mutual use of self in relationship</li> </ul> |
|--|--|

- Use of right brain and whole person approach-use of images and metaphors for integration-finding a common “language”
  - Nature of theory and creating it
  - Basic/core concepts of supervision
  - Nurturing students into the culture of supervisory identity
  - Conversation around competencies
  - History of theory which informs CPE
  - Peer group-learning group
  - Debatable question: core body of knowledge?
  - Knowing self/use of self in supervision
  - Dialogue their theory and practice and identity that interfaces with certification
  - Knowledge of all ACPE manuals
  - Use of soulful and creative methods
  - Inner work essential (however defined)
  - Competence in critical conversation
  - Foundation / knowledge
  - Integration is key word in curriculum
  - Action-reflection core
  - Peer group is core
    - Tending to boundaries
  - Reflection on practice
    - Theological
    - Theory
  - Vulnerability of supervisor to benefit of student
  - Lifetime learning
  - Process pedagogy
  - Standards & manuals (competencies)
- Begin theory work with students expertise
  - Sharing work and feedback
  - Video taping and reflection on theory and practice
  - Modeling transparency, on going authentic conversation
  - Learning from students theory and reading sources they find valuable
  - Attending to emotional field of supervisory student, supervisor, CPE students
  - Training Supervisors share their history with students
  - Value integration of the knowledge more than the body of knowledge in and of itself and how it connects to personal history, pastoral identity and Supervisory practice.
  - Core set of concepts: resistance, parallel- process, transference, counter-transferences, power, authority and others
  - Skill development: accreditation, organize a program assessment of level I and level II
  - Use of self :supervisor/student is/as curriculum
  - The capacity to have “difficult” conversations with the intention to create peer-ship

The next portion of the meeting focused upon a discussion of what was being done in the regional and sub-regional peer groups. This conversation was not moderated and there were many commonalities voiced in this session. The structure of sub-region meetings and the use of peer groups for theory and IPR were discussed.

A recently certified CPE Supervisor Carlos Sanchez and a Supervisory Education Student, Brenda Jackson, discussed the unique journey of racial and ethnic minority students in the supervisory process. Multicultural dynamics were discussed and there was a good deal of discussion about the pilot project and the assistance this provided for one of the participants. General agreement was reached about the need to continue to find helpful approaches to assisting minority students in the supervisory education process.

The 4<sup>th</sup> Café question was: “What does Integration look like at each level of supervisory Certification?” The data provided, I believe, some of the most interesting comments thus far. As before the responses are provided here without edit.

- Progressive levels at each level
  - Pastoral identity educational
- Honesty at the core

- Humility as a life long learner that moves to maturity
  - Freedom and creativity
- Integration- ease of access with:
  - Faith story
  - Theory of human development
  - Practice of ministry
- Readiness
  - good at one does pastorally
- Candidacy
  - Demonstration of passion
  - Wrestling with theory
  - Stay emotionally involved
- Associate
  - Confidence with the “why” behind the “how”
  - Revisiting of characteristics above at a deeper level
- CPE supervisor-develop new theory
- Leadership consequence
- Self supervision
- Developmentally appropriate integration
- Constructive use of self history with others (in relationship)
- Committed to life long learning
- As anxiety drops, integration manifests in personal authority/competence
- Increased differentiation of self in anxious moments of group & student work
- Fluid narrative that includes hearing strengths, woundedness, growing edges that can be shared with strangers
- Integrative paradox “I know what I know and express it confidently AND I know what I don’t know and look for consultation confidently” –Supervisory Humility
- Readiness
  - Learn:
    - Integration of personal story and pastoral identity and authority
  - Do
    - Candidate (empowerment and vulnerability)
    - Anxiety –clinical expertise in place
    - Authority – developing desire / demonstration

potential to be educator

- Teach
  - Associate
    - Self supervision
    - Theory/practice/identity as educator
- Learn
  - Supervision
    - Becoming a learner again
    - Humility, collaboration

- Creek to brook to stream to river
  - From moving around, picking up to flow: a deepening, widening, broadening momentum and power
- Readiness:
  - Demonstrated pastoral competency
  - Fire in the belly
  - Understanding one’s story
- Candidate:
  - Self critique in/of practice wrestling w/ theory
  - Being comfortable w/ self to risk stepping out side of comfort
- Associate:
  - Articulate theory supported by congruent practice
- If you are a learner you will do well at integration
  - Integration is expressed in congruence and with evaluating identity and role
- Ability to access your story as a resource in your supervision (candidate)
- Behavioral consistency with theoretical framework, personal identity and practice
- Ability to use one’s own anxiety in supervision
- Readiness :
  - pastoral competence
  - Level 2 outcomes; curiosity; familiar with story
- Candidacy:
  - Self-supervise ones own pastoral care

- Pastoral identity w/ some theoretical basis of pastoral care
  - Pastoral story is a resource
  - Associate:
    - Integration of story through theory and practice
    - Critical purchase of theory in practice
    - Self-supervision of supervision
  - CPE supervisor:
    - Integrated use of self
  - Integration
    - Awareness of your process—able to communicate disorientation
      - Readiness
        - Talk about Personal identity
      - Candidacy
        - Personal, pastoral, beginning
      - Associate
- Personal, pastoral
- Full
  - Personal
  - Pastoral
  - Educator
- Capacity for courageous conversation
  - Readiness
    - Professional, identity, clearly, congruently
  - Candidacy
    - Educator
    - Communicated
    - Clearly
    - Congruently
  - Associate
    - Theoretical, communicated, clearly congruently
  - Full
    - Communicated
    - Clearly, congruently, black belt integrator
- Integration = Congruence

Following dinner and singing Happy Birthday to Jane Litzinger, we gathered for the final summation of the conversations. The participants were asked during the dinner break to go around the room and look at all of the comments posted. Each person was asked to select one or two items that seemed to them to be the most important thing they had learned in the day and a half together. This final session was titled “Gathering Collected Wisdom, Now What?” The following is the data collected from the participants at that meeting.

- Sacred journey=kairos
- Tension diversity + core knowledge
- \*\* Deepening difficult conversation
- \* Importance of use of anxiety in supervisory process
- Observation
  - Practice of individual supervision
  - Reflection on practice
  - Didactic instruction
  - Identify key reading
  - Collaborative peer group
  - Integrating past practice
  - Integration of self
- Supervision from growth perspective
- Professionalism as an educator certifying potentials
- Importance of transparency
- Container / map / schema
- Conversation around theory practice
- Curriculum as the intentional and developmental senses of relational events
- Process formed into a new culture in ACPE
- Training Supervisors who are not well connected affects their supervisory students outcomes in the certification process
- Supervisory authority and the importance of balancing the mutuality/vulnerability with that
- Black belt integrationist
- What integration looks like at each level of the process
- Supervision is an art and it fits into our profession
- Process of integration is a journey of faith, not the attainment of a goal of certainty:
  - Maintaining a calling-how develop a curriculum for a calling-

- Tension between too
  - Clarity of calling as educator
- Valuing integration of knowledge and how it connects to personal history pastoral identity and supervisory practice.
- Teaching the history of theory which informs CPE core concepts
- Different stages: learn, do, teach, learn
- Collaboration-takes a village to raise a supervisor. Place of technology w/ supped; use of Jane's grid process
- Partnership, balance, tension of the practice and relationship between truth and grace
- Exploration of my story and my student's requires courageous conversation
- Story & centrality of narrative is the starting point for theory (container)
- The capacity to live with the tension of paradox
  - Recognition of our identity as educators
- How much work there is to do and how it interferes with supervision and time for education
  - Fitting supervision in the margins
  - Balancing with volunteer work for ACPE
- We deal more theories than just ed., Psych and theology, but we don't have to demonstrate competence
- Conversation requires competence in hospitality, courageous curiosity
- Creating a serious culture for education
- Students as the curriculum
- The heart of integration is "I know what I know-I know what I don't know" and seek consultation
- Using a container or map and make it visible transformational event needs a container
- Connection between protecting SES and their process and support for supervisors (elders) who need support and value their gifts
- Clarifying minimal competencies in everyday language
- Process as a whole is spiritual creativity deeply spiritual
- Transformative as a key word-creating safe places for students to talk about their unfolding spiritual lives and to develop critical purchase and where they are coming from
- Passion for CPE (fire in the belly) desire to be an educator
- Definition of best practices given by Jane
- Tension between creativity and structure
  - Comes from deep spirituality to be transformative
  - Could we advertise CPE "workings"
- Core curriculum is CPE process
  - Pedagogy (and being a master clinician in process pedagogy)
- Importance of context
- Supervision as congruence and authenticity of self
  - In relation to praxis and theory
- Mutuality and vulnerability
  - Rooted in clarity asymmetry or role and to benefit of student
  - In SES (inside-outside) and among supervision in supervisory education
- Ability of students to demonstrate writing theory in vignettes
- Village to raise a supervisor (collegiality)
- Being competent with the "why" behind the "how"
- Self critique /self supervision
- Over complicated supervisor education
- Ongoing education for training supervisors
- Container of centrality of narrative
- Use of self
  - Ongoing integration of personal and professional identity through levels
- Humility as life-long learner moves to maturity
- Access to my story
- Passion about practice

A second purpose of gathering for the Supervisory Summit was to assemble a sample of Supervisory Education curriculum from a variety of centers in various regions. Each of the Summit participants involved in Supervisory Education was encouraged to send an electronic version of their curriculum. There were some submissions that were not complete and others that arrived after the deadline for writing in the Proceedings. The following is the compilation of the submitted curricula in no particular order.

(The grid below is appended as a full, more readable page at the end of this document.)

**GRID OUTLINE, SUPERVISORY EDUCATION**  
 Department of Christianity & Pastoral Education  
 Wake Forest University Baptist Medical Center - 2007

	I	II	IV
<b>SUPERVISORY REQUIREMENT:</b> The Supervisory Candidate (SC) will articulate his/her unique pastoral identity, competence, and theology as well as grapple with his/her own life's gifts, strengths and limitations. He/she will have an holistic way of being pastor. He/she will observe individual and group supervisory activities. During this segment the SC will meet with Regional Certification Committee to discuss and discuss and discuss with Supervisory Candidate.	<b>SUPERVISORY CANDIDATE, PART ONE:</b> The Supervisory Candidate (SC) will begin the actual work of supervision. He/she will provide individual supervision for students (theoretical, practical, and biblical based) and will co-facilitate group seminars with a faculty supervisor. The SC will develop further his/her own theoretical framework for supervision in the areas of pastoral theology and personality theory. Initial drafts of theoretical theory papers will be written during this time.	<b>SUPERVISORY CANDIDATE, PART TWO:</b> The SC will be responsible for developing the curriculum for an educational unit and will act as unit convenor, scheduling all activities, facilitating all planning. The SC will develop further his/her own theoretical framework about teaching, learning, and the art of supervision. An initial draft of the education theory paper will be written during this time. The SC will also supervise a group of students in a task-based student group.	<b>SUPERVISORY CANDIDATE, PART THREE:</b> The SC will submit final drafts of his/her theological, personality, and educational papers to the National Certification Committee. While doing supervision, the SC will pursue the role of integrating his/her supervision theory and practice.
IA Skills Development	IA Skills Development	IA Skills Development	IA Skills Development
IB Theoretical Mastery	IB Theoretical Mastery	IB Theoretical Mastery	IB Theoretical Mastery
IC Student Self Understanding	IC Student Self Understanding	IC Student Self Understanding	IC Student Self Understanding
ID Learning Process/Program Swifly	ID Learning Process/Program Swifly	ID Learning Process/Program Swifly	ID Learning Process/Program Swifly
IE Select Bibliography	IE Select Bibliography	IE Select Bibliography	IE Select Bibliography
<p><b>Three-Year Time-line</b></p> <p>NOTE: THEORETICAL MASTERY OUTCOMES IN SUPERVISORY EDUCATION ARE NOT A YEARLY OUTCOME. BEFORE THE SUPERVISORY EDUCATION OUTCOMES ARE MET FULLY.</p>			

**Published Supervisory CPE Curricula**

**1. UCLA MEDICAL CENTER**  
 Department of Spiritual Care  
 Rev. Sandra Yarlott, Director  
 10833 LeConte Ave. – Room 17-348 CHS  
 Los Angeles, CA 90095-1733

**Supervisory CPE**

**Purpose of Supervisory CPE**

Supervisory CPE is designed for the qualified person with demonstrated pastoral, professional, and clinical competence to learn the art of CPE supervision. The purpose of the program is to assist the Supervisor in Supervisory Education (SISE) in the integration of his/her theory and practice of supervision with his/her identity as a person, minister/religious leader, and educator. The process includes education in theories related to supervision from theology, the behavioral sciences, and adult education, as well as the practice of supervision with the supervision of an ACPE Supervisor.

**Admission to Supervisory CPE**

A student is accepted into Supervisory CPE based upon (1) the completion of at least four units of CPE, demonstrating accomplishment of Level II CPE Outcomes; (2) experience of pastoral/spiritual care ministry (demonstrating ability to function in the delivery of pastoral/spiritual care; demonstrating competence as a pastor/minister who knows why s/he does what s/he does; demonstrating ability to evaluate the pastoral/spiritual care s/he provides; and shows potential to teach those skills to others); (3) a Master of Divinity (M.Div.) or its equivalent; (4) ordination (completed or in

process), or commission to function in ministry; (5) faith group endorsement; (6) membership in the ACPE; and (7) appearance before a Readiness Consultation Committee.

### **The Art of Clinical Supervision**

The art of clinical supervision requires the integrated use of professional level supervisory skills, mastery of broad frameworks of understanding, and accurate self-awareness. In the SISE these characteristics are formed into a supervisory identity that functions with creativity, flexibility, and imagination to assist self-exploration and skills for ministry relationships. The process of integrating one's identity and competence involves progressive integration of supervisory function, conceptual/theoretical competence, and personal growth.

### **Objectives and Outcomes of Supervisory CPE**

The ACPE Objectives for Supervisory CPE are to assist the SISE in making progress in: (1) Conceptual Competence (*Standard 271*); (2) Supervisory Competence (*Standard 272*); (3) Competence in CPE Group Supervision (*Standard 273*); (4) Competence in CPE Individual Supervision (*Standard 274*); and (5) Pastoral Education Competence (*Standard 275*). These Standards become the structure for our Supervisory CPE Program.

### **Competency Area I: Conceptual/Theoretical Competence (ACPE Standard 271)**

In Competency Area I, Supervisory students learn about the historical development and faith tradition influences of ACPE, and the theories related to supervision from theology, the behavioral sciences, and education. (**Objective 261**)

Curriculum components used in Competency Area I will enable Supervisory students to achieve competence in using conceptual models to understand and articulate methods of pastoral supervision; to become knowledgeable and critically conversant with the literature relating to the field of clinical supervision; to develop a philosophy of CPE and a related educational model which integrates theory and practice; and to understand and apply principles of organizational and program development as they relate to a CPE program. (**Outcomes 271, 271.1, 271.2 and 271.3**)

### **Curriculum Content and Methods:**

- History of ACPE (required reading of at least two of the following: *Head and Heart* by Charles Hall; *Vision from a Little Known Country – A Boisen Reader* by Glenn Asquith, Jr.; *The Living Human Document* by Charles Gerkin)
- ACPE *Standards* (required reading)
- ACPE *Certification Manual* (required reading)
- ACPE *Ethics Manual* (required reading)
- ACPE *Accreditation Manual* (review)
- ACPE *Governance Manual* (review)
- ACPE *Appeals Manual* (review)

SISE (with Supervisor) develop a reading bibliography, goals, and determine supervisory practice to:

- Survey selected Pastoral Theologies/applying knowledge to experience and practice of supervision
- Survey selected theories of Human Personality Development/applying knowledge to experience and practice of supervision
- Survey selected Theories of Adult Learning and Education/applying knowledge to experience and practice of supervision
- Survey major Faith Traditions/applying knowledge to experience and practice of supervision
- Practice Clinical Method of Learning with CPE students
- Practice individual and group supervision with CPE students to develop the articulation of conceptual awareness and understanding of appropriate educational models congruent in theory and practice
- Co-Supervise with experienced supervisors (SISE's are required to do Co-Supervision except for one unit when they have submitted their Letter of Intent to appear for Candidate, while being supervised by an ACPE Supervisor; ACPE Candidates can supervise solo or co-supervise while being supervised by an ACPE Supervisor)
- Learn about the impact of peer group on individual learning
- Learn Models of Supervision and articulation of Self as Learning Resource
- Learn Models of Theological Reflection
- Learn Principles of Organizational and Program Development (practice in organizing and designing CPE programs, didactics and curriculum congruent with theories)
- Demonstrate comprehension of didactic materials presented by supervisors and experts
- Formulate, organize and write their own theoretical convictions

- Relate their theory positions to those of published theorists
- Practice seeking and receiving supervisory peers and supervisors feedback on oral and written presentations of their theoretical positions and supervisory practice
- Write and present summaries of their individual and group supervision in **Individual Supervision (weekly), in the UCLA Supervisory Peer Group (bi-monthly), in the Arcadia Supervisory Peer Group (bi-monthly), at Pacific Region Seminars on Supervision (twice a year).**

We believe a supervisor functions from the congruence of his/her own theoretical frameworks, personal experience, and practice of supervision. Therefore, the Supervisory CPE Program is designed to allow considerable freedom for students to experiment and use a variety of theorists as the basis for their own positions. The certified Supervisors articulate their theories and theology and how they are congruent with their supervisory practice as a way to model congruence of theoretical frameworks, personal experience, and practice of supervision.

**Competence Area II: Supervisory Program Competence (ACPE Standard 272)**

In Competency Area II, Supervisory students practice supervision of CPE students with the supervision of an ACPE Supervisor, and learn about program planning and management. **(Objective 262)**

Curriculum components used in Competency Area II will enable Supervisory students to achieve competence in CPE program management; to develop a wide variety of CPE program resources; to develop skill in utilizing clinical education methods; to work with the theological implications of the context in which ministry is provided; to gain ability to assist students in taking responsibility for formulating learning goals and self-evaluation; and to develop the ability to use one's personality and personal history as a teaching resource while forming a personal supervisory style. **(Outcomes 272, 272.1, 272.2, 272.3, 272.4, 272.5 and 272.6)**

**Curriculum Content and Methods:**

SISE (with Supervisor) develop a reading bibliography, goals, and determine supervisory practice to learn:

Principles of Curriculum Design

- Use of Verbatim/Case Study Reports
- Use of Process Notes/Reflection Papers/Story Theology
- Use of Ministry Statements/Social Justice Projects/Creative Projects
- Use of Interdisciplinary Resources
- Use of Theological perspectives to facilitate learning
- Use of Behavioral Science perspectives to facilitate learning
- Developing a Reading list/Bibliography
- Supervision of Interfaith Spiritual Reflection and Interfaith Prayer Service leadership done by students
- Use of Multimedia Resources for curriculum development
- Use of Community and PCC resources for curriculum development
- Use of Self in Supervision

Assessment and Evaluation

- Assessing student's learning styles and readiness
- Conducting Admissions Interviews and scoring interviews
- Developing criteria for accepting students; selecting students
- Negotiating and using the Learning Contract/Goals
- Writing student evaluations

Program Management

- The Clinical Rhombus
- Selecting, maintaining, and using a consultation group
- Assessing compliance with ACPE program Standards/accreditation issues
- Integrating CPE into facility or institution
- Assessing, determining and using Disciplinary Actions
- Assessing, determining and using procedures for Dismissal/Withdrawal of a student

Supervisory Function

- Use of Self in Supervision
- Ability to articulate supervisory processes
- Assessing students' strengths, weaknesses, and resistance

Supervisory function is awareness and use of self in teaching, and pastoral education practice which promotes learning in a clinical education setting. To gain competence in CPE program management, the Supervisory student is provided with the opportunity to participate in and oversee admission interviews and the selection and recruitment of CPE Interns and Residents. Supervisory students plan and prepare much of the internship and residency program's orientation and curriculum, including the utilization of department and medical center personnel for orientation, seminars, and feedback about/evaluation of students. Supervisory students assess students' needs and learning goals and develop supervisory strategies with the guidance of the Supervisors and supervisory peer groups.

**Competency Area III: Competence in CPE Group Supervision (Standard 273)**

In Competency Area III, Supervisory students learn about group facilitation, use of group for teaching, and about group process.

Curriculum components used in Competency Area III will enable Supervisory students to develop the ability to facilitate the development of group interpersonal interactions; to acquire the ability to lead CPE peer groups, enabling the CPE students to use their response to the program as a learning experience. **(Outcomes 273, 273.1 and 273.2)**

**Curriculum Content and Methods:**

SISE (with Supervisor) develop a reading bibliography, goals, and determine supervisory practice:

- To survey group theories
- To learn stages, tasks and goals of group life
- To develop group leadership skills
- To learn to articulate problems and issues facing beginning group leaders
- To utilize conflict and conflict resolution in the interest of learning, personal growth, and professional integration
- To identify transference and counter transference dynamics
- To identify triangulation, scapegoating, or undermining coalitions
- To learn to select students: the peer group
- To develop competence in Cultural and Theological Diversity
- To learn principles of Closure
- To facilitate group formation and maintenance of a cohesive milieu suitable for learning pastoral/spiritual care
- To practice leading CPE groups
- To audio and video tape group supervision for review and presentations
- SISE will make presentations of group supervision in Supervisory Peer Groups and to Supervisors for review and feedback, and to articulate theory, process personal and professional issues, and understand group and program dynamics.

**Competency Area IV: Competence in CPE Individual Supervision (Standard 274)**

In Competency Area IV, Supervisory students learn about the supervisory alliance and developing individualized educational interventions.

Curriculum components used in Competency Area IV will enable Supervisory students to develop the capacity to understand individual students through awareness of their personal history, religious history, psychological patterns, and individual learning patterns; to acquire the ability to supervise the students' pastoral work; and to become competent in defining and evaluating the students' pastoral and personal resources including the ability to utilize supervisory strategy and interventions. **(Outcomes 274, 274.1, 274.2 and 274.3)**

**Curriculum Content and Methods:**

SISE (with Supervisor) develop a reading bibliography, goals, and determine supervisory practice to learn:

- Methods of establishing a supervisory alliance
- To define individual supervisory relationships
- To identify Transference and Counter Transference
- To assess Anxiety and learning
- To identify Resistance and Impasse
- To articulate Parallel Process
- To use Clinical Material
- To assess students' strengths, weaknesses, and resistance
- To adapt Supervisory Practice to meet the needs of students

- To utilize Conflict and Conflict Resolution in the interest of learning, personal growth, and professional integration
- To evaluate students' progress in conceptual learning, personal growth and skill development
- To identify Gender Issues in Individual Supervision
- To identify Cross-Cultural issues in Individual Supervision
- To identify Sexuality in the Supervisory Relationship
- To learn Closure
- To practice Individual Supervision
- SISE will make presentations of Individual Supervision in Supervisory Peer Groups and to Supervisors for review and feedback, and to articulate theory and process personal and professional learning issues related to individual supervision

**Competency Area V: Competence as a Pastoral Educator (ACPE Standard 275)**

In Competence Area V, Supervisory students learn about professional ethics and the integration of theory and practice of supervision in one's identity as a person, pastor (minister/religious leader), and educator. **(Objective 263)**

Curriculum components used in Competency Area V will enable Supervisory students to function as an ethical professional; to refine identity as a clinical pastoral educator; to integrate educational theory, knowledge of behavioral sciences, theology, and pastoral identity into supervisory function; and to continually evaluate their functioning as pastoral educators. **(Outcomes 275, 275.1 and 275.2)**

**Curriculum Content and Methods**

SISE (with Supervisor) develop a reading bibliography, goals, and determine supervisory practice to learn:

- Appropriate use of power, authority and boundaries
- Knowledge and integration of Professional Ethics into supervisory practice
- To articulate and identify education vs. therapy
- To make a therapeutic referral
- Practice of Peer Review
- To present yourself and your work: articulation and demonstration of competence
- To use consultation
- Professional Development strategies
- Awareness of one's affect
- Balance of spontaneity and self-reflection
- Balance of flexibility and solidity of identity
- Consistent personal and professional responsibility
- Capacity for intimate relationships
- Assertiveness without aggressiveness
- Integration of feeling, thinking, talking and functioning (doing)
- Flow in moving from concrete to abstract and vice versa
- Use of conflict and conflict resolution in the service of relationship and learning

Competence as a Pastoral Educator requires considerable emotional and spiritual maturity, as well as personal integration. Emotional maturity includes consistent functioning with self-awareness and balance. Maturity refers to the capacity to articulate one's personal experience, history, and present functioning with insight, congruence, and authenticity, in relationship to peers and students.

The art of clinical supervision requires the integrated use of *professional level supervisory skills, mastery of broad frameworks of understanding, and accurate self-awareness.* The process of integrating one's identity and competence involves learning within all the above competency areas with progressive integration among them.

**BIBLIOGRAPHY**

We also use [A Supervisory Bibliography](#), a bibliography based on research conducted by Rev. Donna Herrick, ACPE Supervisor, which was a project sponsored by the Development Committee of the Pacific Region ACPE. This Bibliography is available for purchase from the Pacific Region.

**2. VA Midwest Health Care Network (VISN 23)**

**ACPE System**  
**Rev. Linda Campbell**

**Supervisory CPE Curriculum**

The VA Midwest Health Care Network (VISN 23) ACPE System offers programs of Supervisory CPE which continue to incorporate an action/reflection model of learning. The Clinical Requirements and Supervisory Practice provide opportunity for action upon which students reflect. Students are expected to engage in direct ministry: clinical, spiritual and religious care with veterans and their families as an integral part of their learning. In addition, as those in Supervisory CPE move further into the Supervisory curriculum, their ministry practice will be increasingly oriented toward CPE students, individual and in group contexts. Clinical Pastoral Education in the VISN 23 ACPE System utilizes multiple and evolving resources including the recommendations of ACPE, the VA, Supervisory peer groups and ACPE Supervisors as the primary resource for learning and growth. Students are called to integrate their experience and previous education with current learning and practice their theory and theology within the full extent of their clinical assignments.

**Clinical Requirements**

See the Level I and II, Intern and Resident Clinical Requirements. Supervisory CPE students begin with an Orientation to the Medical Center, the VA system, federal employment and their clinical ministry assignments. Prior to supervising CPE students under supervision, the Supervisory CPE student becomes familiar with the ministry setting and demonstrates their own pastoral competence. Ministry assignments reflect the supervisory CPE students' interest, learning needs, and recognition of the demands of supervisory practice. Typically CPE students in supervisory CPE will be assigned clinical areas providing them with additional opportunity to work with those with psychiatric and behavioral issues, settings in which the student will have additional opportunity to observe and engage in group work and where emergent needs which would interrupt scheduled CPE individual and group supervision are less likely to arise.

**Supervisory CPE Students may be dismissed from the program if they fail to complete clinical requirements.**

Absences from assigned clinical duties must be negotiated with the CPE Supervisor and appropriate coverage arranged by the Supervisory CPE Student.

**Supervisory CPE Curriculum**

The VA Midwest Health Care Network (VISN 23) offers full time units of Supervisory CPE according to The Standards of the Association for Clinical Pastoral Education (ACPE). A full time Supervisory CPE unit will include a clinical ministry assignment, individual and group supervision, objectives and outcomes, regular peer group seminars, and a final evaluation.

The student agrees to attend and participate in all scheduled peer group seminars; schedule and come prepared for individual supervision hours; complete the required orientation; provide spiritual care (including spiritual assessments, spiritual assessment updates, fifth steps, and weekly unit worship leadership); provide call-back chaplaincy service; attend and participate in staffings; complete documentation in an accurate and timely fashion; prepare and lead Sunday Worship Service(s) in the Medical Center Chapel; participate in Memorial Services; lead Morning Devotions in the Chapel; and other duties as assigned; complete all mandatory education; and submit the required documentation and paperwork in a timely fashion.

Written work includes personal and professional goals; weekly reports; clinical and/or supervisory presentations as negotiated; theory paper and other certification requirements; evaluations of CPE students supervised; other supervisory CPE written requirements as assigned; and a written final self-evaluation. Written work must be typed and submitted by deadlines identified by ACPE and negotiated with the ACPE Supervisor.

A minimum of 400 hours is required for a unit of Supervisory CPE. Requirements are designed to meet or exceed this and other Standards of ACPE. A minimum of 100 hours of group and individual supervision and reflection is required for the unit. A minimum of 300 hours of clinical work is required for the unit. Clinical hours must be completed at the St. Cloud VAMC unless other arrangements are made with the supervisor. Non-VAMC clinical hours must be contracted among the student, CPE supervisor, and a clinical on-site supervisor before the unit begins. Clinical hours for those in Supervisory CPE include time spent in supervisory practice.

Absences, changes in schedule, requirements or due dates must be negotiated with the ACPE Supervisor. Changes in call-back assignments must be negotiated and arranged in advance by the student with another qualified chaplain, chaplain resident or intern and submitted in writing to the Supervisor, Chaplain Supervisor and Secretary. Hours

missed must be made up to meet standards for a unit of CPE.

Students in Supervisory CPE are required to review and sign the VISN 23 Agreement for Training.

### **Educational Hours**

A minimum of 100 educational hours are required by ACPE Standards for the completion of each unit of Clinical Pastoral Education (CPE). Group and Individual Supervision, Orientation and Didactics are components of CPE that serve to meet this Standard. Additional hours are completed by students through assigned reading and completion of readings, videos, and other educational resources related to the ACPE Objectives.

The VISN 23 Supervisory CPE Bibliography is included under Educational Resources. This Bibliography supplements the ACPE Supervisory CPE on-line Bibliography and recommendations made in the context of Individual and Group Supervisory Education.

Those in VISN 23 Supervisory CPE are expected to be involved with the Twin Cities Seminar on Supervisor or an equivalent local supervisory training group. In addition, VISN 23 Supervisory CPE students will also be a part of the VA Supervisor-in-Training Video-conference peer group.

Other educational experiences may be required of CPE Students by the VA. Students must complete these mandated learning experiences to remain in the CPE program.

### **Educational Resources**

The VISN 23 Supervisory CPE curriculum has been developed utilizing the unique **resources** and learning milieu of VISN 23. Some of the resources foundational for the supervisory training program are:

- VISN 23 ACPE Supervisors with diverse background, supervisory philosophy and demographics
- Approved Supervisor of the American Association for Marriage and Family Therapy
- ACPE Supervisor who is also a Licensed Psychologist
- Subject matter experts at VISN 23 Medical Centers; St. John's University in Collegeville, MN; Twin Cities Seminaries, Universities and Colleges; Twin Cities Supervisory Peer Group; VA CPE Network; VA Supervisor-in-Training Peer Group
- Diverse patient population enabling students to integrate the behavioral sciences knowledge and theory into their practice. Of particular importance are the veterans with mental health conditions which may shed light on psychological development and processes
- Varied length of stay of patients allowing students to develop long and short term relationships
- A diverse CPE student population including seminarians, clergy, diaconal candidates, and laity

### **Educational Methodology**

VISN 23 CPE teaching **methodology** begins with the individual learning contract between the individual ACPE Supervisor and the Supervisory CPE student, which acknowledges the fact that students come to Supervisory CPE with varying competencies and professional development, have individual learning styles, and learn at their own pace. A Supervisory Core Curriculum is utilized as a guide and a grounding point for student and supervisor to develop an individual learning plan for each unit of Supervisory CPE and monitor an individual's learning progress. At the end of each unit of training both student and supervisor evaluate the student's progress toward meeting the learning goals of their learning contract, progress in meeting the Outcomes of Supervisory CPE and assess the student's readiness to continue in Supervisory CPE.

Although continuance in Supervisory CPE is determined on a case-by-case basis, it is the expectation that the student be allowed a minimum of (8) eight units of Supervisory CPE (two years) in order to pass a committee appearance with the Certification Commission as Associate Supervisor. Extensions beyond eight units will be made on a case-by-case basis as appropriate.

Currently VISN 23 has no Supervisory CPE openings. Three year Supervisory Training "Fellowships" have been proposed and are under consideration by the VA Associated Health Trainee Program staff.

The VISN 23 CPE supervisory curriculum will be updated as ACPE, the North Central Region of ACPE, and the VA CPE Network continue to explore best practices.

VA Midwest Health Care Network (VISN 23) ACPE System

### **Standard 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, and religious history 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.

VA Midwest Health Care Network (VISN 23) ACPE System

### CPE Written Requirements

<b>Goals</b>	<b>Draft Due Monday of Week Two</b> Final Draft Due Friday of Week Three
<b>Weekly Report</b>	Electronic or Paper Reports of Significant Interactions, Education Hours, and Progress Reports toward Goals should be submitted weekly.
<b>Worship Materials</b>	Bulletin, Sermon Manuscript or Notes, Worship Feedback (Optional) Due Monday following Worship Leadership
<b>Supervisory Materials</b>	Supervisory CPE Written Requirements for each unit are negotiated and determined with the ACPE Supervisor and to meet deadlines set by ACPE A Set of Requirements and Due Dates are Required when Goals are Submitted
<b>Final Evaluation</b>	<b>Due Last Week of the Unit</b>

### Orientation, Didactics, Peer Group Seminars and Required Reading

See Orientation, Didactics, Peer Group Seminars and Required Reading, page six of Curriculum.

During the first unit of Supervisory CPE many of the orientation and didactic sessions provided for interns and residents are offered unless the Supervisory CPE student has already been oriented to the VA and CPE in VISN 23. Supervisory CPE students, as salaried, temporary or permanent employees of the VA are required to complete mandatory training for employees and have access to education offered to employees. When course offerings are full a permanent employee's attendance supersedes attendance by students.

Supervisory CPE peer groups are conducted in the Twin Cities and readily accessible to students located at the Minneapolis VAMC or St. Cloud VAMC. The Twin Cities Seminar on Supervision meets monthly and provides opportunity for didactic instruction, clinical and supervisory practice presentations within a peer group that includes both Supervisory CPE students and ACPE Supervisors. Time is negotiated for peer consultation and interpersonal relationships. ACPE Supervisors working with Supervisory CPE students are expected to be actively involved in the Twin Cities Seminar on Supervision. Supervisory CPE Students at the Sioux Falls VAMC have the option of attending the Twin Cities Seminar on Supervision, although that would involve a more than 500 mile round trip. Alternatively, a Supervisory CPE student at the Sioux Falls VAMC would convene with local ACPE Supervisors to provide a local supervisory consultation group.

VISN 23 Supervisory CPE students also meet with the VA Supervisor-in-Training (SIT) peer group. VA SIT Video-conference peer groups are conducted weekly. VA ACPE Supervisors with Supervisory CPE students are expected to actively participate in supervising this peer group. The weekly peer group seminar allows VA Supervisory CPE students opportunity to present supervisory practice materials, drafts of theory papers and other clinical materials in a peer group familiar with the unique VA setting. It also allows students opportunity to receive feedback and supervision across ACPE regions, in preparation for meeting committees and receiving critique beyond the North Central Region. The video-conference format also allows for supervision of Supervisory CPE students by VA ACPE Supervisors in other VISN 23 or VA locations.

CPE Supervisory students are responsible for requesting presentation times, allocation of time during peer group seminars and negotiation of requirements to better address their learning goals.

Educational resources are continually being reviewed for their application to supervisory learning and growth. Frequently ACPE supervisors and supervisory peers circulate articles and internet links among peer group members.

#### **INITIAL VISN 23 SUPERVISORY CPE UNIT**

**Week One** curriculum for supervisory CPE students, residents, full time and extended interns is the same. Supervisory CPE students are expected to engage, absorb and integrate information at a level commensurate with their professional education and experience. See page seven for a complete list of orientation sessions.

#### **Week Two**

##### **Orientation Sessions**

- Veterans' Experience
- Standards of Ethical Conduct for Employees of the Executive Branch*
- Boundaries in the VA
- Spiritual Assessment in the VA
- VA National Chaplains Spirituality Video
- Chemical Dependency and Treatment in the VA
- Computer Training
- Review and Personalized Instruction

##### **CPE Professional Consultation Committee Welcome**

##### **Commissioning**

##### **Group Seminars**

See Above

##### **Individual Supervision**

- Students are expected to take initiative in scheduling Individual Supervision
- Coming prepared with an Agenda that moves them toward their Goals

**See the Supervisory CPE Core Curriculum which follows for unit by unit program goals, foci, and resources. Additional Resources are listed in the Supervisory CPE Bibliography and Resources.**

**The eight unit CPE Core Curriculum is an accelerated and concentrated curriculum which assumes the CPE Supervisory student has achieved a significant level of comfort in the clinical setting, professional competence and efficiency, has the support of their supervisors to concentrate on educational goals and is willing to dedicate significant personal time and energy beyond their regular work hours to the supervisory education process.**

**For those who do not have the ability to focus primarily upon supervisory education, this process will be extended significantly.**

#### **FIRST UNIT**

**Goals:**

- Assess pastoral skills
- Assess conceptual competence regarding readiness to begin Supervisory CPE
- Gain knowledge and understanding of the history of CPE
- Gain knowledge of literature and language of supervision
- Admission to Supervisory CPE

**Foci - Standard 315** Competence as a pastoral supervisor

1. *Prepare learning contract.*

**Resources:**

- ACPE Supervisor
- Standards for Supervisory CPE
- Certification Manual

2. *Reflect upon practice of ministry.*

**Resources and Methodology:**

- ACPE Supervisor Review and Feedback on Clinical Documentation
- Verbatim Presentations in Peer Group
- Case Study Presentation
- Prepare Supervisory CPE Admission Consultation Materials
- Consultation Committee for Admission to Supervisory CPE
- Write unit self-evaluation

3. *Refine Pastoral Identity.*

**Resources and Methodology:**

- Peer Group Seminars
- Weekly Reports
- Individual Supervision
- Personal Therapy Sessions (when appropriate)
- Write a current autobiographical statement which includes personal development, family background, educational and vocational history, religious development and CPE experience.
- Consultation Committee for Admission to Supervisory CPE

4. *Gain knowledge and understanding of the history of CPE.*

**Resources and Methodology:**

- Reading/Video:
  - Robert C. Powell, *Fifty Years of Learning Through Supervised Encounter With Living Human Documents* (New York: ACPE, 1975)
  - Charles E. Hall, *Head and Heart: The Story of Clinical Pastoral Education Movement* (Journal of Pastoral Care Inc., 1992)
  - Video: *Sixty Years of CPE* (ACPE), Produced by Fred Westbrook
  - Didactic presentations
  - Present didactic presentation on History of CPE to CPE Chaplain Interns

5. *Gain knowledge of literature and language of supervision.*

**Resources and Methodology:**

- Readings:
  - James Loder, *The Transforming Moment* (Colorado Springs, Colorado: Helmers & Howard, 1989).
  - Bill L. Kell, William J. Mueller, *Coping with Conflict*
  - Bill L. Kell, William J. Mueller, *Impact and Change: A Study of Counseling Relationships* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966)
- Write paper on supervision based upon experience of supervision
- Participate as participant/observer with Supervisor in CPE Group activities

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

by the

- Contractual Learning in Adult Education
- The Supervisor as Theologian
- Selecting a Student Group

## SECOND UNIT

### Goals:

- Begin preparation of materials for admission to Candidacy Status
- Gain understanding of organization and program development by participation in planning and conducting a unit of CPE.
- Identify a conceptual model to illustrate the student's theological, educational and methodological understanding of CPE.
- Achieve knowledge and understanding of literature of supervision
- Practice the use of CPE educational methods, e.g., verbatim reports, didactic seminars, individual supervision sessions, etc.

### **Foci - Standard 318** Competence in CPE program design and implementation

1. *Prepare learning contract.*

#### **Resources:**

- Certification Manual
- ACPE Supervisor
- Standards for Supervisory CPE

2. *Prepare materials for admission to Candidacy Status.*

#### **Resources and Methodology:**

- Certification Manual
- Revise autobiographical statement
- Write paper evaluating all previous CPE; Supervisor's Evaluation of all previous CPE.
- Prepare draft of student's anticipated program of Supervisory CPE.
- Select clinical material demonstrating pastoral competence.

3. *Assist CPE Supervisor with planning and conducting of Pastoral Care Didactics for a unit of CPE.*

#### **Resources and Methodology:**

- Professional Consultation Committee members
- ACPE Supervisor
- CPE Student Handbook

4. *Prepare draft of paper articulating the student's theological, educational and methodological understanding of CPE.*

#### **Resources and Methodology:**

- Readings from selected Theologian
- Readings in area of selected Learning Theory
- Readings in selected Personality Theorist
- Subject matter experts at Medical Centers, Theological Institutions, Twin Cities Supervisory Peer Group
- Internet Resources.
- Meet a Mock Committee for Candidacy utilizing members of PCC and Twin Cities Supervisory Peer Group.

5. *Read literature regarding supervisory process.*

#### **Resources and Methodology:**

- Rudolf Ekstein, Ph.D., Robert S. Wallerstein, M.D., *The Teaching and Learning of Psychotherapy* (New York: International Universities Press, Inc., 1980).
- David A. Steere, editor, *The Supervision of Pastoral Care* (Louisville, Kentucky: Westminster/John Knox Press, 1989).
- Malcolm S. Knowles, *The Making of an Adult Educator* (San Francisco, California: Jossey-Bass Inc., Publishers, 1989)

6. *Practice CPE educational methods.*

#### **Resources and Methodology:**

- Co-Supervise CPE verbatim and group life seminars

Participate in Twin Cities supervisory peer group monthly  
Prepare and present didactic presentations to CPE Chaplain Interns  
Assist with admission interviews, prepare reports and submit for supervision.  
Write a draft of a unit CPE Supervisor's evaluation  
Write unit self-evaluation

**SIT Didactic Presentations (suggested topics, actual presentations are determined  
Supervisory CPE peer groups):**

by the

The Use of Personal Story in Supervision  
Key Constructs of Cognitive-Field Theory  
The Developmental Psychology of Robert Kegan  
Object Relations Theory

### **THIRD UNIT**

#### **Goals:**

Achieve Candidacy Status  
Assist in planning and conducting a unit of CPE to enhance knowledge of program resources.  
Increase knowledge and understanding of the literature of supervision  
Prepare first draft of theological, personality theory and educational theory position papers.  
Develop ability to articulate pastoral supervision methodology.  
Develop a philosophy of CPE

**Foci - Standard 316** Competence in the theories of supervision and  
**Standard 318** Competence in CPE program design and implementation

#### 1. *Prepare learning contract*

##### **Resources:**

Certification Manual  
ACPE Supervisor  
Standards for Supervisory CPE

#### 2. *Revise materials for admission to Candidacy Status.*

##### **Resources and Methodology:**

Certification Manual Guidelines  
Supervisory Peer Group Presentations & Feedback  
Individual Supervision  
Reading:  
Donald A. Schon, *The Reflective Practitioner: How Professionals Think in Action*  
(United States: Basic Books of Harper Collins Publishers, 1983).  
Parker J. Palmer, *To Know as We Are Known: Education as a Spiritual Journey* (San Francisco: Harper Collins Publishers, 1993).

#### 3. *Assist CPE Supervisor with planning and conducting a unit of CPE.*

##### **Resources and Methodology:**

Assist with Confidential Admission Interviews, prepare reports  
Co-supervise the CPE Verbatim and group life seminars  
Provide individual supervision for one or two CPE Interns  
Plan and conduct three didactic presentations for CPE Chaplain Interns  
Assist in writing unit evaluations for students

#### 4. *Increase knowledge and understanding of the literature of supervision.*

##### **Resources and Methodology:**

Participate in Peer Group presentations  
Reading:  
W. R. Bion, *Experiences In Groups* (New York: Routledge, 1996)  
Irvin D. Yalom, *The Theory and Practice of Group Psychotherapy*  
(New York: Basic Books, Incl, Publishers, 1975).

Selected Readings:

*Journal of Supervision and Training in Ministry*

Anne Streaty Wimberly, *Soul Stories: Africian American Christian Education*  
(Nashville: Abingdon Press, 1994)

5. *Prepare first draft of theological, personality theory and educational theory position papers.*

**Resources and Methodology:**

Individual Supervision

Supervisory Peer Group Presentations

Certification Manual Guidelines

Reading:

Letty M. Russell, J. Shannon Clarkson, editors, *Dictionary of Feminist Theologies*  
(Louisville, Kentucky: Westminster John Knox Press, 1996).

Calvin S. Hall, Gardner Lindzey, *Theories of Personality* (New York: John Wiley & Sons, 1978).

Morris L. Bigge, *Leaning Theories for Teachers* (New York: Harper & Row, Publishers, 1982).

Nicholas Cooper-Lewter and Henry H. Mitchell, *Soul Theology: The Heart of American Black Culture* (Nashville: Abingdon Press, 1992).

6. *Develop Ability to articulate pastoral supervision methodology.*

**Resources and Methodology:**

Individual Supervision

Supervisory Peer Group presentations

Meet Regional Certification Committee for Candidacy Status

7. *Develop a philosophy of CPE.*

**Resources and Methodology:**

Development of Draft of Theory Papers

Individual Supervision

Write unit self-evaluation

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

Theories of Learning

Group Development and Supervision

Supervisory Theory in Practice

Keeping Clinical Records for Supervision

Developmental Theory of Erik H. Erikson

#### **FOURTH UNIT**

**Goals:**

Co-Supervise a CPE Group

Plan a unit of CPE with focus on learning contracts and learning patterns.

Begin preparing finished draft of theoretical position papers.

**Foci - Standard 316** Competence in the theories of supervision and

**Standard 317** Competence in the practice of CPE supervision

1. *Prepare learning contract.*

**Resources:**

Certification Manual

ACPE Supervisor

Standards for Supervisory CPE

2. *Co-supervise a CPE Group with CPE Supervisor, providing individual supervision for three CPE students.*

**Resources and Methodology**

ACPE Supervisor

CPE Group

Present audio and/or video presentations of individual and group supervision to Supervisory peer group and for individual supervision.

Write unit evaluations of students supervised and submit for individual supervision.

3. *Prepare a comprehensive plan to conduct a unit of CPE.*

**Resources and Methodology:**

CPE supervisor

Supervisory Peer Group

ACPE Standards

Write unit self-evaluation

4. *Prepare final drafts of theoretical position papers.*

**Resources and Methodology:**

Individual Supervision

Supervisory Peer Group Presentations

Certification Manual

Selected Readings:

*Journal of Supervision and Training in Ministry*

Malcom S. Knowles, *The Modern Practice of Adult Education from Pedagogy to Androgyny* (Englewood Cliffs, New Jersey: Prentice Hall Regents, 1980).

Carrie Doehring, *Taking Care: Monitoring Power Dynamics and Relational Boundaries in Pastoral Care & Counseling* (Nashville: Abingdon Press, 1995).

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

Multi-Cultural Supervision

Supervisory Theory in Practice

Designing a Curriculum for CPE

Supervision as Confrontation, Pastoral Care, and Reflection

Existential Psychology

**Continuation is assessed each unit and at the close of one year of training. Continuation is based on clinical and educational requirements and successful progress toward certification.**

**FIFTH UNIT**

**Goals:**

Increase competence as supervisor

Develop administrative knowledge and skills through supervision of a unit of CPE

Focus on Learning Contracts and Learning Patterns

Complete and submit theological, personality and educational theory position papers

**Foci - Standard 315** Competence as a pastoral supervisor and

**Standard 318** Competence in CPE program design and implementation

1. *Prepare learning contract*

**Resources:**

Certification Manual

ACPE Supervisor

Standards for Supervisory CPE

2. *Select CPE Students for Group.*

**Resources and Methodology:**

ACPE Standards

Review CPE applications and conduct CPE Interviews

Select individuals in consultation with ACPE Supervisor to participate in CPE Group

Notify individuals of selection results in writing

3. *Conduct a unit of CPE.*

**Resources and Methodology:**

ACPE Standards

- Provide individual and group supervision
- Conduct and administratively manage didactic instruction
- Critique students' written materials and discuss in supervision
- Write final evaluations for students and discuss in supervision

4. *Focus on Learning Patterns.*

**Resources and Methodology:**

Individual Supervision of audio and video presentations of individual and group sessions, including sessions negotiating learning contracts

Audio and video presentations to SIT Peer Group

Reading:

Mary Field Blenky, Blythe McVicker Clinchy, Nancy Rule Goldberger, Jill Mattuck

Tarule, *Women's Ways of Knowing* (New York: Basic Books, Inc., 1997)

Donald Capps, *Reframing: A New Method In Pastoral Care* (Minneapolis, Minnesota:

Augsburg Fortress, 1990)

Cal D. Stoltenberg, Ursula Delworth, *Supervising Counselors and Therapists: A*

*Developmental Approach* (San Francisco, California: Jossey-Bass Publishers, 1987)

Write unit self-evaluation

5. *Complete and submit theoretical position papers.*

**Resources and Methodology:**

Certification Manual Guidelines

Individual Supervision

Supervisory Peer Group Presentations

Selected Readings in *Journal of Supervision and Training in Ministry*

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

- Harry Stack Sullivan's Interpersonal Theory
- Management and Use of Anxiety in Supervision
- Management and Use of Anger in Supervision
- Gender Issues in Supervision
- Allport's Psychology of the Individual

**SIXTH UNIT**

**Goals:**

Develop and enhance the ability to use one's personality and personal history as a learning tool

Enhance administrative knowledge and skill

Clarify identity as Clinical Pastoral Educator

Prepare materials to meet National Commission for Associate Supervisor Status.

**Foci - Standard 319** Competence in pastoral education

1. *Prepare learning contract*

**Resources:**

Certification Manual

ACPE Supervisor

Standards for Supervisory CPE

2. *Conduct and supervise second unit of CPE.*

**Resources and Methodology:**

ACPE Standards

Utilize plans and lessons learned from first unit of CPE

Interview and select students

Provide individual and group supervision

Administratively plan and conduct didactic sessions  
Critique the CPE students' written material and discuss in supervision  
Write end of unit evaluations for students and present for supervision

3. *While supervising group, focus on the use of personality and personal history as a learning tool.*

**Resources and Methodology:**

Present paper to Supervisory peer group on use of self as a learning tool  
Individual and Peer Group Supervision of audio and/or video presentations  
Reading:

- W. Robert Beavers, M.D., *Psychotherapy and Growth: A Family Systems Perspective* (New York: Brunner/Mazel, Publishers, 1977).  
Edwin H. Friedman, *Generation to Generation: Family Process in Church and Synagogue* (New York: The Guilford Press, 1985).

4. *Enhance administrative knowledge and skill.*

**Resources and Methodology:**

Practice planning and conducting a unit of CPE  
As negotiated in learning contract, assume administrative duties related to the functioning of an ACPE Center.

Reading:

- Peter M. Senge, *The Fifth Discipline: The Art & Practice of the Learning Organization* (New York: Double Day Publishing Group, Inc., 1990).

5. *Revise personal history paper with focus on development of pastoral identity.*

**Resources and Methodology:**

Individual Supervision  
Supervisory Peer Group presentation of paper  
Meet mock committee for Associate Supervisor

6. *Prepare and submit all materials to Certification Commission for Associate Supervisor.*

**Resources and Methodology:**

Certification Manual Guidelines  
Select unit of CPE to present  
Supervisory Peer Group Presentations  
Individual Supervision  
Write unit self-evaluation

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

Budgeting for Spiritual Care Service & ACPE Programs  
Using Family Systems Theory in Supervision  
Group Leadership  
Supervising Through Resistance  
A Feminist Model for Pastoral Psychology

**SEVENTH UNIT**

**Goals:**

Continue goals from last unit  
Meet the National Commission for Certification as Associate Supervisor

**Foci - Standard 319** Competence in pastoral education

1. *Prepare learning contract*

**Resources:**

Certification Manual  
CPE Supervisor  
Standards for Supervisory CPE

2. *Describe and demonstrate integration of theory and practice.*

**Resources and Methodology:**

Individual Supervision  
Supervisory Peer Group Presentations

3. *Review program evaluation for the unit being presented to Certification Committee.*

**Resources and Methodology:**

Participant feedback questionnaires  
Student final evaluations  
Feedback from students to PCC.

4. *Meet Certification Committee for Associate Supervisor.*

**Resources and Methodology:**

Plan to utilize the material in the Presenters Report  
Present material demonstrating supervisory competence  
Be available to learn with the committee.  
Respond directly to questions  
Present self

5. *Write final self-evaluation.*

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups):**

Successful use of Committee Appearances  
The Impasse in Supervision  
Limits and Boundaries in Supervision  
Supervisory Stances as Teaching Tools

## **EIGHTH UNIT**

**Continuation of Supervisory CPE training is dependent upon outcome of meeting with Certification Commission Committee.**

**Goals:**

Address issues raised by Certification Committee.  
Supervise a unit of CPE

**Foci - Standard 315** Competence as a pastoral supervisor and  
**Standard 319** Competence in pastoral education

1. *Prepare learning contract as needed.*

**Resources:**

Certification Manual  
CPE Supervisor  
Standards for Supervisory CPE

2. *Clarify issues raised by Certification Committee.*

**Resources and Methodology:**

Individual Supervisor  
Supervisory Peer Group  
Re-assess materials presented to Certification Commission

3. *Supervise a unit of CPE, focusing on issues raised by Commission.*

**Resources and Methodology:**

ACPE Standards  
Provide individual and group supervision.  
Conduct and administratively manage didactic instruction.  
Critique students' written materials and discuss in supervision.  
Write final evaluations for students and discuss in supervision.

**SIT Didactic Presentations (suggested topics, actual presentations are determined by the Supervisory CPE peer groups)**

ACPE Associate Supervisor Process  
Opportunities for Involvement in ACPE  
Cultural Contexts in Conducting ACPE Programs

**3. METHODIST HOSPITAL OF SOUTHERN CALIFORNIA  
Spiritual Care Department  
Rev. Brenda Simonds**

***SUPERVISORY TRAINING***

***PROGRAM OVERVIEW***

The prerequisite requirements for Supervisory Training include graduation from a Master of Divinity (or equivalent) degree program, ecclesiastical ordination (or its equivalent) and endorsement by the candidate's faith group for chaplaincy ministry, sufficient experience in ministry to indicate readiness to do Supervisory Training and at least four units of CPE training.

For admission into Supervisory Training, candidates will submit written material appropriate to this level of training. If the student is applying for a stipend position, admission to Supervisory Training will require a MHSC application as well as the standard ACPE application. Each applicant for admission into supervisory CPE at MHSC will have documented evidence of completion of the outcomes for Level I and Level II CPE. This will include evaluations by past supervisors as well as self-evaluations.

Prior to entering the Supervisory Program it would be desirable for the applicant to have completed at least one unit of training at MHSC. The Supervisory Student is thus already acquainted with the hospital and its resources, the staff and most importantly the components and unique flavor of CPE at MHSC. She/he is then able to become a significant resource person her/himself in the process of participating in Supervisory training.

Candidates wishing to enter into Supervisory Training will need to negotiate a clear and detailed contract for learning that will include identifying both a projected time frame in which to enter the training process as well as identifying the specific components in the learning design. Candidates who are receiving a stipend are expected to enter into a training contract for no less than a 12-month period. The time-frame for Supervisory Training, however, will vary with individual students, and the structure of the program will take into consideration the particular needs of candidate(s) for this level of training. The time frame is determined by each student's own learning pace within the time constraints of the ACPE Standards.

A candidate will be reviewed by a committee of representatives from the Professional Consultation Committee and the Director of Spiritual Care. Since the position is an employee position at MHSC the student must comply with organizational requirements for employment.

The Director of Pastoral Care at the CPE Center will make the decision as to admission to the Supervisory CPE program, with consultation with the Professional Consultation Committee and consultation with a group of area Supervisors.

The goal of Supervisory CPE is to learn the art of supervision through: continuing education in the theories related to supervision using conceptual models from theology, the behavioral sciences and education; an opportunity to practice supervision under the supervision of a CPE supervisor; and the opportunity to integrate the theory and practice of supervision in one's pastoral and personal identity and begin to focus his or her identity as an educator.

To be certified as a Supervisor, students must achieve integration in conceptualization and supervision with personal and pastoral identity through the effective practice of supervision according to the standards of ACPE.

Students are expected to meet with Regional and National Certification Committees at appropriate stages, which may also affect the length of training. Contracts for learning would be carefully reviewed in order to be in compliance with the Standards and Procedures of the Certification Commission. Since most supervisory students tend to focus on the supervision of students during their contracted time, some of their theoretical work must be done away from the hospital. They are expected to be responsible for their learning needs and work with their Supervisor to achieve them.

Sometime before or during the first unit, students will meet with a local consultation committee to review their readiness to begin the Supervisory Training process and to offer feedback regarding the students' initial learning contract. This consultation committee will be comprised of chaplains familiar with the CPE certification process and at least one member of the Region's Certification Committee. Candidates' supervisory readiness will be assessed by reviewing: prior evaluations, ability to use previous training programs, and degree to which the objectives and Outcomes of Level I and II CPE have been completed. The committee may provide additional consultation about the student's pastoral maturity and overall potential.

The student's first unit of Supervisory education will typically be an Observation Unit. The supervisory students will observe the CPE Supervisor in their supervision of Level I and II students. Although not actively supervising at this time, students will be taking group process notes, raising theory questions, and reflecting upon how their developing concepts relate to the CPE process being observed and analyzed. During this unit, students may also provide some of the didactic teaching for the students in the program. Supervisory students will be able to reflect upon the Supervisors teaching methods and use of program management in supervision.

Supervisory students and their supervisor will contract for two weekly supervisory sessions. One devoted to the discussion of conceptual material and the other to the student's personal reflections and growth. Prior to each unit the Supervisory Student will write a learning contract specific for that unit. Students will reflect upon their reading in an attempt to integrate theory into the supervisory situations they are observing. Supervisory didactic seminars (these will be shared with local CPE Centers offering Supervisor CPE). Typical subjects covered are: The Supervisor as Curriculum Event, Critiquing Verbatims to Promote a Learning Model, The Supervisor and Pastoral Model, Supervision vs. Psychotherapy, Identifying Learning Problems and Resistance to Learning, Role-playing Techniques, and Supervisor as Administrator.

The Supervisory Student may follow their Observation Unit with one or more units where they co-supervise with a Supervisor or a Supervisory Candidate. This unit will include co-supervision of a group of students. While the supervisory student will not be responsible for individual supervision; they will co-supervise case presentations and group with a fully certified supervisor. A particular focus at this time will be on candidates developing facilitative skills and their ability to interact in a way which facilitates learning within a CPE peer group. Candidates will continue to use the methodology of process notes and supervision as stated above. At this time the supervisory student will also begin to focus on how the task of supervision is informed by theology. A learning contract is required for all units. The supervisory student will continue to meet with the supervisor for two hours individual supervision each week. This will allow for continued learning and evaluation regarding supervision and supervisory issues. As the candidates gain experience, the training supervisor assumes a decreasing role within the group. The student will complete a final evaluation of each unit; in order to assess their learning contract, peers and supervisor, didactic and group sessions, theological growth and development, and their continued investment in supervisory training.

When ready the Supervisory Student may supervise a unit solo but under close supervision by video tapes and/or observation. Prior to a second unit of solo supervision the supervisory student will meet a committee for Supervisory Candidacy in order to be certified for the supervision of students under supervision. During preparation to meet the Certification Committee for Candidacy the student is expected to develop and write their Theology Paper to present for review with their materials of Candidacy. The theological focus will be developed in student's peer group meetings. This will allow opportunity to explore theological positions and how they affect the student's understandings of relationships and inform supervision.

Candidates will exercise increasing leadership in a range of program management activities. The process of planning and implementation will involve the candidate in ample discussion about the rationale for the program being created.

After successfully meeting the Certification Committee for Candidacy the student will be responsible for their own group. A primary focus in this unit will be to begin work on the student's Personality Theory paper. In order to complete this task, the student will be expected to read at least one book which covers various personality theories and an additional book on a particular theory of their choosing. Additional reading and study is recommended for the student to work with a particular psychological theory. Peer meetings will be continued with a focus on development, clarification, and education around personality theories and theorists. This will be an opportunity for the student to discover which theories and/or theorists enhance their understanding of human nature and development; how these theories inform supervisory practices, including assessment, goals and interventions; and how the student's personality theory is consistent with their theological understanding of persons. The student is expected to present a personality paper to their peers by the end of the unit.

Candidates will be learning how to create a clinical context for learning which also encompasses overseeing students' pastoral care within the hospital. On occasion the candidate will directly observe their student's ministries in clinical areas and will invite feedback from hospital staff about their functioning on assigned units. They will participate in the full range of supervisory activities, including screening interviews, scheduling the units curriculum, establishing learning themes, reviewing verbatims, presenting didactic material, reading weekly journals, writing student final evaluations. Candidates will be relating in a supervisory capacity as they elicit input from MHSC personnel and help orient staff to the CPE program.

Final evaluations will be used as a tool to evaluate their learning contract, their supervisor, didactic and group sessions, theological growth and development, and their continued investment in supervisory training.

Following full exploration of Personality Theory the focus during following units will be on educational theory. The student will be expected to develop a theoretical understanding of the teaching/learning situation inherent in supervision, including the theory of group process. This will include studying educational theories/theorists and investigation of how they guide goals and decision making in supervisory practice with individuals and with groups. The student will be expected to present an educational theory paper to their peers by the end of the unit.

At this time candidates will be learning to formulate appropriate and creative approaches and to evaluate the effectiveness of these methods. Candidates will also focus on understanding of student's religious lives, psychological patterns, and unique learning styles. In doing so, the candidate will assess their student's ability to utilize a variety of supervisory methods, while, at the same time, becoming increasing aware of how their own person and personal history can be used as a teaching tool in light of ACPE objectives.

At the completion of their training experience, candidates will be able to function autonomously in organizing and conducting a unit of CPE. They will have experienced themselves as the primary supervisory for a group of students, within a CPE peer group and in an individual supervisory context. At this time the candidates will be prepared to present materials to the National Certification Commission for Associate Supervisor Standing.

Supervisory CPE is designed for the qualified person who has demonstrated pastoral, professional, and clinical competence and who will develop competence in the art, theory and practice of supervision of clinical pastoral education.

### **THE OBJECTIVES OF SUPERVISORY CPE CURRICULUM DESIGN**

#### **313 SUPERVISOR CPE CENTER DESIGNS ITS SUPERVISORY CPE CURRICULUM TO FACILITATE ACHIEVEMENT OF THE FOLLOWING OBJECTIVES:**

##### **313.1 The program is designed to develop supervisory student's knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.**

The Supervisory CPE student will have available all appropriate resources in order to develop and integrate all six competence objectives as set forth in the ACPE Standards. She/he, in the course of development, will learn the art of drawing upon resources, utilization of them for new learning, input and critique both of self and of the learning process. Professional relationships will be encouraged, and the Supervisory student will offer her/himself to and will be utilized by other specialists, both within MHSC and in the wider ministerial community, as resources in the field of Pastoral Care and Health-Care Ministry.

Learning pastoral supervision is a subjective experience that moves to objective awareness: integrating educational theory, behavioral science theories, and theology into pastoral identity and functioning as a supervisor. This happens within an environment with clear boundaries, open to the individual's process.

The candidate will be allowed to work at their own pace, within boundaries and guidelines that have been clearly articulated. The resources of the center, the community, as well as those within the Pacific Region will be made available for the student to use to assess their own learning and abilities in Pastoral Supervision as they move toward certification in ACPE.

##### **313.2 The program is to provide students practice in the supervision of CPE under the supervision of an ACPE Supervisor.**

The primary staff person who will work with the supervisory candidates will be the Director of Spiritual Care, Rev. Brenda Simonds. Rev. Simonds is an ordained minister with The United Methodist Church. She is a graduate of the School of Theology at Claremont with a Masters of Divinity. She was certified by the ACPE as a Supervisor in 1993.

Rev. Simonds has been secretary of the ACPE Pacific Region, a member of the Development Committee, a member of the Accreditation Committee, a Regional Representative on the National Board of Representative, Chair of the Pacific Region, on several special Task Forces and she is currently Chair of the Certification Committee in the Pacific Region and sits as a member of the National Certification Commission.

Rev. Simonds' expertise will be augmented by a variety of medical, nursing, and spiritual care providers both in house and in the community. This will include both formal and informal opportunities for learning.

Local professional persons are readily available as are many seminars, workshops and in-service educational opportunities. Theological and professional ministerial resources are provided through the Professional Consultation Committee, the Bioethics Committee, contacts at nearby seminaries (such as Fuller, Claremont, and APU), relationships with a well established Pastoral Support Team, as well as, connections with a variety of clergy persons and congregations in the area.

**The program shall facilitate students' integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.**

MHSC has a history of and strong commitment to working as an interdisciplinary team. Chaplaincy is well integrated into this philosophy, as both participant and resource.

During the first unit at MHSC, students will familiarize themselves with the learning resources of the hospital and the community. Opportunity will be provided for them to learn about the hospital's history and structure, as well as becoming acquainted with the staff and volunteers. Students will also begin to attend meetings of the Professional Consultation Committee.

### **THE OUTCOMES OF SUPERVISORY CPE CURRICULUM DESIGN**

**314 -319            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:**

**315            COMPETENCE AS A PASTORAL SUPERVISOR:**

**315.1        maintains personal integrity and a deepening pastoral identity.**

Using oneself as a tool for learning is an important part of the process. In order to do that, the candidate will have to be aware of him or herself and their impact on the learning process. It will be important for the candidate to see basic student's issues as possible mirrors of their own issues. This includes awareness of personal history and personality.

Competence in the "use of self" as a tool for learning is key to pastoral supervision and pastoral care. The candidate will be able to observe the training supervisor's use of self and participate in the assessment/reflection of it, within observation and also within the peer group. Personal history as it enables and limits the learning event, will become key in understanding self and use of self. Candidate's will be encouraged and facilitated through this process to trust their sense of self understanding and history in his or her supervision of Basic Students. As the candidate works with the Basic Students, their efforts will be brought back to the peer group for evaluation and critique. Thus allowing for further awareness and insight regarding the use of self.

**315.2        demonstrates emotional and spiritual maturity.**

As the candidate works with the basic students their professional identity as a clinical pastoral educator will develop. In this process knowledge and practice of pastoral care need to be well-integrated.

The work within the peer group will also help to further develop this professional identity. Each time the candidate articulates their position and seeks consultation their identity will grow.

The candidate will also be encouraged to participate in professional organizations such as the Pacific Region of the ACPE and The College of Chaplains where they can establish professional peer relationships in a context where they are not the student.

**315.3 Forms meaningful pastoral relationships.**

The Chaplain's staff at MHSC maintains a constant Supervisory interchange with the Southern California and Southern Arizona CPE Supervisors, Supervisors in Training and Supervisory Candidates. This consortium meets monthly in a supervisory consultation group. It is a full-day meeting which includes case presentations, peer consultation, didactic time and other components as needed to deal with student's interests and needs. The CPE programs at Loma Linda University, Sharp Hospital in San Diego, St. Joseph's Hospital in Orange County, UCLA Medical Center, Yuma Regional Medical Center, Good Samaritan Medical Center in Phoenix and Methodist Hospital in Arcadia are currently involved. The time is used as peer consultations for supervisors as well as for trainees. Both students and supervisors make presentations. Students present their work with students for critique. Mock committee appearances are staged to help the students ready themselves for the real thing. Supervisors are available for informal supplementary supervision and on a contractual basis.

In addition, MHSC hosts a weekly Supervisory Peer Group where students in Supervisory training from other centers with only one SIT join our peer group. Supervisors from these various centers rotate facilitation of the peer group. located meet another time once a month to follow the same agenda and format. Availability of other peership relationships in the hospital setting will also be investigated.

SITs, Supervisory Candidates and their Supervisor will also be expected to attend the Seminar on Supervision, sponsored by the Pacific Region, when it meets in the fall and in the spring - as funds are available to travel to the site of the meeting.

Early in the training process the candidate will prepare materials for meeting with the Regional Certification Committee for admission to Candidacy for Supervisory Training. The candidate and primary Training Supervisor would both meet with the Regional Certification Committee in order to receive consultation in review of the contract for learning and in identifying the major learning needs in this process.

**315.4 Self-supervises own on-going pastoral practice.**

Continue to find opportunities to provide pastoral care for patients and staff. In evaluating supervisory practice with students include a category for reflection that speaks to the pastoral role as a CPE Supervisor.

**315.5 Refines one's professional identity as a clinical pastoral educator.**

Participates in peer review practices by presenting materials at weekly Supervisory Peer Group, monthly Seminar on Supervision and the bi annual Pacific Region's Educational meetings.

**315.6 Demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.**

Practice in writing one's autobiography, telling one's story and developing community and socio economic factors affects one's identity, pastoral practice, supervisory relationships and how one learns.

**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.**

There is an extensive library available in the Spiritual Care Department. All students have use of the Medical Library, the Nursing Department Library, as well as privileges at the several surrounding area graduate schools and Seminaries. Internet capabilities in their office. Book budget.

Students will be provided with the Supervisory in Training Bibliography. He or she will choose from and add to this bibliography. Reading and reflection on the literature should help to prepare the SIT/Candidate for the writing of theory papers.

**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.**

Didactic instruction for supervisory student is specifically arranged on the basis of the skills and abilities presented by the supervisory student. The elements that are common to all are a review of the literature with emphasis on the Certification Commission Bibliography. All students are expected to achieve a general familiarity with these materials and to pick a theological, theoretical and educational perspective for virtual mastery. The student's supervision is evaluated in relation to the student's chosen approaches. Supervisory students are expected to be familiar with **THE JOURNAL OF SUPERVISION AND TRAINING IN MINISTRY** as the journal most aware of and in harmony with CPE process. Didactics will also be provided at the monthly meetings of the supervisory consortium. Didactics might include: Power Issues in Supervision, Administration of a Pastoral Care Department, Gender Issues in Supervision, Ethnic Issues in Supervision, Transference and Counter transference in Supervision, Jungian Typology, and the Theology of Story Telling.

At this time, supervisory students will focus primarily on the theoretical dimension of CPE supervision as they begin the process of developing their theological, supervisory, and educational theories. It is assumed that students will have begun reading from major theorists during previous Advanced Units and will have some familiarity with significant literature in the areas of learning theory, group dynamics, theology, and personality development. Students will be encouraged to read from the suggested bibliography provided by the Certification Commission. They will also begin developing and writing theory papers for review by the Certification Commission. This reading, and the initial drafting of theory papers, provides creative opportunity for exploring the conceptual basis of supervision and for making some choices about their own theoretical stances.

The student will also utilize their peer group to present their perceptions regarding supervision in written form. The process will cycle from reading, to writing and presenting - and back to the beginning, in order to fine tune one's theories, in an effort to be able to articulate one's understanding of pastoral supervision, in an insightful and informative manner.

**316.3 articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one's theology.**

In the multi-faith and multicultural hospital context the student has the opportunity to learn about other faith traditions and how best pastoral care can be provided. The student has the opportunity to struggle with their own theology as they try to understand and respond to another's theology whose is different than one's own.

The student population also brings multicultural and faith challenges to the clinical environment. The Supervisory Student can find opportunities to recognize their own bias and cultural based values in the tension. With their increased awareness and knowledge they are challenged to lead the group in raising awareness and processing their feelings and thinking within the group context.

**317 COMPETENCE IN THE PRACTICE OF CPE SUPERVISION INCLUDING:**

**317.1 assesses an individual student's learning patterns, personality, and religious history as a basis for supervisory strategies.**

**317.1.1 assesses an individual student's learning patterns, personality, and religious history as a basis for supervisory strategies.**

As the candidate is able to empathize with and understand the individual and is able to assess what is most helpful in understanding their own unique gifts, learning style, theology, and psychological type, a foundation for supervisory and personality theory will begin to develop. Being able to listen and to articulate these theories within the SIT peer group will further their development.

The student will begin to use his or her theories in work with basic students, both while observing and supervising. Once again, the action/reflection model will be helpful in evaluation and re-working of theories and applications. The candidate will apply the theories, present this work for supervision and return to begin the process again. This will allow the candidate to evolve, developing respect for individual students and their learning styles.

**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.**

Formation of a pastoral identity occurs through the experience of doing ministry and then reflecting upon that action while in supervision. Students will work on their own personal history, including how their experiences both facilitate and block their learning, practice of ministry and impact the process of supervision. Pastoral formation pulls together the students history and integrates it with current beliefs and practices.

Candidate's will be developing their own ability to facilitate the formation of pastoral identity within students, the center's resources, i.e. floor assignments, establishing group processes such as verbatims, didactics, etc. will be helpful in enabling this process.

As the candidate grows into supervision by supervising students with differing gifts and ideologies, his or her abilities to assess and deal with all types of students will increase.

**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.**

The candidate needs to develop their ability to "be" with basic students, which parallels the basic student's process in setting aside their own agenda while visiting patients. The candidate models this method for the basic students within the group process. While there is structure established via seminars and assignments to floors, there is room for the student to develop their own style.

The candidate will use methods such as verbatims, worship, learning contracts in supervision to help the basic student identify gifts and resources in developing pastoral identity.

**317.1.3.1 assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.**

The candidate will be responsible for developing his or her growth contract within each unit. This will correlate with helping

students in Basic units to develop their own contracts. Growth Contracts are one of the first methods used in shaping this learning process. As adult learners, the writing, sharing and negotiating of this contract shapes the initial understanding of the student's responsibility for their own learning experience.

During Mid-Unit and Final Evaluations the growth contract will be used for reflection and assessment. The contract will also be used during group supervision to inform the learning process and support the student's responsibility for learning.

**317.1.5 uses one's personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style.**

To become aware of the strengths and weaknesses within one's personality and to use that information to formulate supervisory strategies and insights.

**317.2 group CPE supervision**

**317.2.1 facilitates development of group interpersonal interaction.**

A major component of CPE education is the group process. Becoming skilled at enabling group interaction and motivating students to invest in learning together is fundamental to supervisory training. This will be facilitated by the candidate's past experience in CPE units; while continuing their own parallel process through the monthly SIT meetings. The axiom in the group process is that all people are capable and enable each other. The creation of trust within the group through affirmation and validation, will enhance the growth of each student. The emphasis is on "process" rather than perfection.

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

The student will learn through observation the methods used to facilitate the student's growth and learning within the group process. Participation in the SIT peer group will continue this process for the candidate. This learning process will also be continued within the supervision of a group of Basic students. All of these opportunities produce a "parallel process" of learning as well as that of action/reflection.

**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.**

A thorough understanding of the organization and program development will be acquired over the entire course of units. No less than four units of supervisory CPE will be required. The candidate will acquire insight and organizational skills by participating in the development and planning of the unit. This will include participation with the Professional Consultation Committee and interviewing of Basic Students. Students will also participate in the planning of curriculum and adhering to the standards of ACPE.

**318.2 manages CPE programs effectively.**

The student is also an employee and therefore their performance is measured on their specific job description that clearly indicates what is expected in terms of effectiveness. Annual the student will receive a written evaluation regarding the effectiveness of the program management responsibilities given to them.

**318.3 develops a variety of CPE program resources.**

Students will be given every opportunity to examine, develop and administer programs of Basic CPE, work with inter-disciplinary staff, structure didactics, utilize in-house and community resources and design curriculum. This will include the structuring of didactics by inviting in theological consultants, interdisciplinary staff and other community resources to enhance the unit in which he or she is an observer/participant. These resources have been thoroughly cultivated at Methodist Hospital and offer a wide variety of opportunities for the student to draw from.

**318.4 uses diverse clinical educational methods.**

The supervisory student is both educator and learner in this process. Therefore, their learning will parallel the learning of the students they are supervising. The candidate will have the opportunity to use audio tape or video tape in the supervision of Basic Students. Along with verbatims and other methodologies which will be enhanced by the rhombuses parallel process.

**318.5 works with the theological implications of the ministry context.**

The student will endeavor to integrate his or her theology into all aspects of theory, supervision and evaluation within the program. This will include assessing their role as pastor to the Basic student, their understanding of God, and the human condition. What makes CPE education ministry? How does theology inform the structure of the CPE program?

Through reading, reflection and application of the student's spiritual pilgrimage, a theological perspective which will integrate pastoral identity with the role of "process" teacher will emerge. As the candidate struggles and reflects on their theology it will enable the student to meet a Basic student's resistance with a measure of grace; as well as, clarifying the candidate's parallel processes. As the candidate is able to articulate their own theology and it becomes congruent with CPE programming it will be helpful in developing as collegial supervisor in the Basic Student's process.

**318.6 understands and applies professional organizational ethics as they relate to CPE and pastoral practice.**

Students will be given orientation to the hospital's organizational ethics policy and other policies within the organization that promote and direct ethical practice including: conflict of interest and behaviors toward fellow employees. In addition the ACPE Student Handbook has clear policies on ethical behaviors within the professional field of CPE Supervision which the student is required to read and agree to as a member of the ACPE.

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

The development of theory will include contextual theories. A variety of teaching modalities will be available to the student including: multi-media equipment, art supplies, library resources and space.

**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.**

The clinical context supports a non-discriminate policy. Therefore the student has support in advocating in situations where there might be discrimination. The hospital also has multiple resources available to aid the client.

The student is also encouraged to advocate for a learning environment that meets the needs of each student individually. The student is encouraged to be creative and flexible in responding to the needs of students. Many resources including financial aid, bus passes, transportation, over night accommodations, employee health services are available.

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

Students supervising students with significant cultural dynamics must be dependent on the student to educate them on their culture. The Student must continually develop their understanding of their own biases and prejudices as they help students recognize their own. The Student must then be able to process this information into the learning dynamics and contexts. The Students will grow in their ability to recognize cultural factors on personality development and learning strengths and problems.

**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.**

The candidate is expected to develop his or her own educational model that will facilitate learning based upon the CPE philosophy of action/reflection. The candidate will be aided in cultivating competency in several ways: by examining their supervisor's educational model and philosophy; by observing and reflecting on how that model and philosophy is used in a basic CPE group; by presenting their emerging philosophy and theory among peers, articulating it orally and in written form, and using it in supervision of Basic students.

**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.**

Methodist Hospital provides a large diversity of patients, staff and students. Therefore, the clinical rhombus provides a multitude of opportunities to experience the effects of culture on learning and supervision, on reactions to illness and death, on work practices and well-being. The hospital as a whole works on education for cultural competence in which Supervisory students have the opportunity to participate and to eventually lead. Providing spiritual care in this clinical environment pushes one's theology and cultural understanding in helping families through difficult ethical decisions as well as finding comfort through their unique faith and cultural practice.

***FUNDING FOR SUPERVISORY EDUCATION***

Our department has two main cost centers. One for our Spiritual Care services and a second one for the CPE program. This makes Medicare Reimbursement calculations easier. We have two SIT positions. Our SITS are considered regular employees with full benefits. To hire and to fire requires the same documentation as any employee. The expectations of the educational process are incorporated into their job description so that they can be addressed in disciplinary actions if needed. The pay range is low as they are receiving compensation of a stipend but in a regular pay range. Our current pay range is: Hourly 17.37 – 24.32 and Annually 36,130 – 50,586. Our SITS are considered managers as they have students under them that they supervise making them exempt employees.

Our SIT program is funded by the hospital with the encouragement of The United Methodist Women who founded this hospital and raise funds to supplement the costs of the Spiritual Care Department. Medicare reimbursement is seen as a perk but it certainly also supplements the cost of the program.

**4. Cincinnati Children's Hospital Medical Center  
Cincinnati, Ohio  
Rev. Bill Scrivener**

## **Curriculum Guide for Supervisory Education**

### **Introduction to Supervisory Education**

Entering the training process to become an ACPE supervisor is a major decision for both the student and for the training program. In addition to formal admission criteria expressed in the admission policy of this program, both the student and the supervisory staff at the training center need to have a shared commitment to thoroughly engaging the learning process. Philosophically, the ACPE supervisors at Cincinnati Children's believe that theory and practice should be woven together from the beginning of supervisory training. Emphasis on self-awareness, cultural competence, and pastoral identity should be integrated in the student's progress toward certification.

The format of this curriculum design will be to look at each unit of training from the perspective of the competencies described in the ACPE Standards (2005). The curriculum will follow the basic curricular plan of focusing most on oneself in the early stages of training, moving to focus on one's students and on one's supervisory practice with students, and finally progressing to focus on curricular design and implementation. Theories will be considered first in terms of how they emerge from the student's own being; second, in terms of how they are applied in pastoral practice; third, how they are applied in supervisory practice; and fourth, how they inform curricular design and implementation. Theories will be understood to mean theology, personality theory, and education theory.

The structure of the program will include the following components for individual and group supervision of the SIT:

1. Individual supervision (1 hour weekly)
2. Supervisory theory seminar (1 hour bi-weekly) – This seminar is for reviewing and discussing theoretical components of supervisory training such as theology, personality theory, and education theory.
3. Supervisory consultation seminar (1 hour bi-weekly) – This seminar is for reviewing supervisory practice with attention to the integration between theory and practice.
4. Clinical presentation seminar (1.50 hours bi-weekly) – This seminar is for reviewing pastoral work and in the context of supervisory training is used to integrate academic theory into pastoral practice.
5. Interpersonal relations seminar (1.50 hours monthly)

### **Curricular Design for Individual Units of Training**

#### **First Unit**

The process of supervisory education begins with orientation to supervisory training, in which the SIT will become familiar with the ACPE Standards (2005), especially those pertaining to Supervisory CPE, and with the ACPE Certification Manual (2005). In addition, the SIT will identify theological texts to explore as she/he chooses a theology to undergird both pastoral ministry and CPE supervision. The SIT and the ACPE supervisors will participate in reading theology chosen by the SIT. The SIT will apply the theological readings to clinical case presentations in the practice of ministry. The goal is for the SIT to become better able to apply a well articulated theological understanding to both the practice of ministry and to reflection on that ministry in the context of written case studies. This will lay the groundwork for thinking and writing theologically about the practice of supervision. In this way, the SIT will be working to understand, articulate, apply, and reflect on her/his theology before she/he begins to learn the art and practice of supervision.

The first unit of supervisory training will address the ACPE supervisory outcomes in the following manner:

- 1) Competence as a pastoral supervisor (Standard 315) – In the first unit of supervisory training at Cincinnati Children's, the student will be oriented to supervisory training and to his/her clinical assignment.
  - a) The student will have clinical placement rich in opportunities to reflect on his/her practice of ministry.
  - b) The student will reflect on her/his practice of ministry by presenting 10 case studies demonstrating personal integrity and a deepening pastoral identity; emotional and spiritual maturity; the ability to form meaningful pastoral relationships; the ability to do self-supervision; and a growing awareness of how his/her culture affects personal identity and pastoral practice.
  - c) The student will discuss his/her pastoral identity in light of his/her entry into the supervisory process with the SIT peer group; this group, known in these materials as "the Mid-Ohio SIT group," meets monthly.
  - d) The student will continue to work toward greater self-understanding and use of self in his/her ministry.

- 2) Competence in the theories of supervision (Standard 316) – In the first unit of training, the student will focus on developing a theology she/he can articulate and use in ministry. This theology will lay the groundwork for the theology of supervision to be articulated and used later in the process.
  - a) The student will choose a theology in keeping with his/her faith tradition, will familiarize himself/herself with the basic tenets of that theological position, and will apply the theology to the case studies he/she is presenting. If they are not familiar with the theology chosen by the student, the supervisors will also read the work(s).
  - b) The student will consider how her/his theology fits the philosophy of CPE; this will be discussed in individual supervision, in clinical presentation seminars, and in the Mid-Ohio SIT group.
  - c) At the end of the unit, the student will write a brief synopsis (2-3 pages) of her/his theology noting if/how it seems to be evolving.
  
- 3) Competence in the practice of CPE supervision (Standard 317) – In the first unit of training, the orientation process for supervisory training will include meeting a consultation committee and reading the appropriate ACPE manuals. These will be discussed in individual supervision to make sure the student has an accurate grasp of the material in the manuals.
  - a) The student will meet an ACPE consultation committee for Readiness for Supervisory training. Following the consultation subcommittee, the student will write a summary of his/her learning which will be presented in Supervisory Consultation Seminar. The student may choose to process the committee experience either as a presentation to the Mid-Ohio SIT group or in that group's SIT IPR.
  - b) The student will familiarize himself/herself with the ACPE Standards (2005) especially those pertinent to Supervisory CPE (see pages 13 – 20).
  - c) The student will familiarize herself/himself with the ACPE Certification Manual (2005)
  - d) The student will read at least three Theology Position Papers from the Journal of Supervision and Training in Ministry; these papers will be discussed in Supervisory Theory Seminar.
  
- 4) Competence in CPE program design and implementation (Standard 318) – This outcome will not be addressed in the first unit of training.
  
- 5) Competence in pastoral education (Standard 319) – In the first unit of training, the student will be asked to develop a current vision of himself/herself as a developing ACPE supervisor. Also, the student will be asked to reflect on her/his own learning style in an informal way.
  - a) The student will write a brief (1-2 page) paper describing her/his vision of herself/himself as an ACPE supervisor; this will provide a starting point for discussing the student's supervisory identity formation. This paper will be presented in Supervisory Consultation Seminar.
  - b) The student will attend Supervisory Consultation Seminar on a bi-weekly basis and participate in feedback on other SITs' (as available) and supervisors' presentations.
  - c) The student will present his/her understanding of his/her own approach(es) to learning (1 – 2 page paper). This will be experiential and not yet based on education theory unless the student is already conversant with education theory.
  - d) The student will reflect on her/his own ethnic identity and consider its implications for pastoral practice. This reflection will be included in the student's case presentations and may be discussed in individual supervision and in IPR.

### **Second Unit**

In the same way the first unit focused on theology, the second unit of training will focus on personality theory and the SIT's ability to use personality theory in the practice of and reflection on ministry. The student will be an observer in Cincinnati Children's CPE program's IPR sessions and verbatim seminars. This will allow for the student to begin to access the style and theories of the training supervisors and to begin to critique their work in light of her/his own growing identity as a supervisor.

- 1.) Competence as a pastoral supervisor (Standard 315) – In the second unit of training, the SIT will continue to develop his/her pastoral competence. She/he will also sit in on CPE groups as an observer.
  - a) The student will continue to have active involvement in her/his clinical placement.
  - b) The student will present 6 case presentations in Clinical Case Seminar. In this unit, the student will continue to monitor growing self-awareness and application of theology. The emphasis for learning during this unit will be the application of personality theory to the student's self-understanding and to his/her understanding of the case material.
  - c) The student will examine how her/his understanding of personality theory informs her/his observation of students and of the supervisory process. The student will discuss this understanding in individual supervision, in Supervisory theory seminar, in Supervisory consultation seminar, in Clinical presentation seminar, and in IPR.
  - d) The student will continue to work toward greater self-understanding and use of self in ministry.
  
- 2). Competence in the theories of supervision (Standard 316) - In the second unit of training, the student will focus on choosing a personality theory she/he can articulate and use in ministry. This theory will also lay the groundwork for the one to be articulated and used later in the process.
  - a) The student will choose a personality theory in keeping with his/her understanding of human nature, will familiarize himself/herself with the basic tenets of that theory, and will apply the theory to the case studies he/she is presenting. If the supervisors are not familiar with the personality theory chosen by the student, they will also read the work(s). As a place to begin, the student will read *Theory and Practice of Counseling and Psychotherapy*, Pacific Grove, CA: Brooks-Cole, 1996, or another text suggested by the student and accepted by the supervisors.
  - b) The student will read three Personality Theory Position Papers from the Journal of Supervision and Training in Ministry; these papers will be discussed in Supervisory Theory Seminar.
  - c) The student will consider how her/his personality theory fits his/her understanding of the philosophy of CPE; this will be discussed in individual supervision, in clinical presentation seminars, and in the Mid-Ohio SIT group.
  - d) At the end of the unit, the student will write a brief synopsis (2-3 pages) of her/his personality theory including an understanding of the dynamics of defense mechanisms and how to engage them in oneself and in others.
  
- 3) Competence in the practice of CPE supervision (Standard 317) – In this unit of training, the student will prepare to meet the ACPE Regional Certification Committee for certification as a Supervisory Candidate. The student will continue to observe group supervision in IPR and in verbatim seminar.
  - a) In this unit, the student will familiarize herself/himself with the requirements for meeting the Certification Committee for Candidacy.
  - b) The student will write and present the various components of the required committee papers; these presentations will be made in Supervisory consultation seminar and at the Mid-Ohio SIT meetings.
  - c) The student will consider whether or not to meet a mock committee in preparation for the committee appearance; if so, the program supervisors will arrange for such an opportunity. If the student chooses to do so, she/he will process her/his learning through a presentation at either Supervisory consultation seminar at the center, or at the Mid-Ohio SIT group, or both.
  - d) At least four times in the unit, the student will write a brief paper describing what he/she observed in group supervision, how he/she understood the supervisor's theology and personality theory to be expressed in the group context, and what he/she learned from reflecting on his/her observations. These papers will be presented in Supervisory consultation seminar.
  
- 4) Competence in CPE program design and implementation (Standard 318) – This

outcome will not be explicitly addressed in this unit of training.

- 5) Competence in pastoral education (Standard 319) – In this unit, the student will be working on integrating her/his understanding of the behavioral sciences ever more fully into her/his practice of ministry. Also, the student will focus on the cultural contexts of the students in the group(s) she/he is observing.
  - a) This outcome will be addressed by the student's 6 case presentations to be presented in Clinical presentation seminar and by the students 4 observation papers to be presented in Supervisory consultation seminar. These presentations should all seek to integrate both personality theory and theology in the context of reflection on clinical practice and on observation of supervision.
  - b) In the papers on observation of supervision, the student will include a section on his/her understanding of the cultural context of the supervisor and the students in the observed group. The student will address his/her perception of how this impacts the group supervisory process in this particular group.
  - c) The student will read Sue and Sue's *Counseling the Culturally Diverse: Theory and Practice* (2003) or another text about multicultural competence chosen by the student and approved by the supervisors.

### Third Unit

The third unit of training will begin with the SIT meeting an ACPE Regional Certification Subcommittee seeking certification as a Supervisory Candidate. If the student is successful in this endeavor, the curriculum will continue as follows. If not, the third unit will continue based on recommendations made by the Certification Subcommittee to the student in conjunction with consultation given to the supervisors. At whatever time the student becomes a Supervisory Candidate, the following curricular elements will become engaged. As a Supervisory Candidate, the student will begin co-supervising IPR and verbatim seminar. She/he will begin observing individual supervision with Extended Unit students. The student's reading focus will be on education theory.

- 1) Competence as a pastoral supervisor (Standard 315) – As a Candidate, the student's emphasis will shift to reflecting on work done with students and away from clinical care. This is because the student will have adequately demonstrated pastoral competence and will need to focus on developing competence in the art and practice of supervision.
  - a) The student will continue to have active involvement in his/her clinical placement.
  - b) The student will co-supervise IPR and verbatim seminars and will write 8 reflections on these events to be presented in Supervisory consultation seminar. These reflections will reference the student's theology and personality theory both in terms of where they fit and where they don't, and how to strategize when they don't.
  - c) The student will address her/his developing supervisory identity in the contexts of individual supervision and IPR. She/he will be encouraged to specifically address issues of integrity and emotional and spiritual maturity.
  - d) The student will continue to work toward greater self-understanding and use of self in ministry and in supervision.
- 2) Competence in the theories of supervision (Standard 316) – In this unit of training, the student will focus on developing her/his educational theory. This will be done by reading in the field and choosing a theory suited to her/his own understanding of how people learn.
  - a) The student will read *Supervision in the Helping Professions, 2<sup>nd</sup> edition*, by Peter Hawkins and Robin Shohet or another introduction to supervision suggested by the student and approved by the supervisors. The chosen text will be presented by the student and discussed in Supervisory theory seminar.
  - b) The student will read three Education Theory Position papers from the Journal of Supervision and Training in Ministry; these papers will be discussed in Supervisory theory seminar.
  - c) Based on the education theory he/she is reading, the student will write a brief paper (2 - 3 pages) describing his/her own learning style.
- 3) Competence in the practice of CPE supervision (Standard 317) – In this unit of training, the student will co-supervise IPR and verbatim seminars. The student will observe individual supervision done with Extended CPE students in the Cincinnati

Children's CPE program.

- a) The student will begin to assess two individual extended unit students in terms of their learning patterns, personalities, and religious histories; the student will formulate a proposed supervisory strategy for each of these students. These assessments and strategies will reference his/her emerging theoretical perspectives and will be offered in Supervisory consultation seminar.
  - b) The student will consciously use her/his own personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style; the student will reference this practice in the 8 presentations drawn from co-supervising IPR and verbatim seminars.
  - b) Based on the student's assessment of what the students in the group and what those observed in individual supervision are learning, the student will choose two didactic topics and will present two didactics in the course of the unit (the extended unit students' and the supervisory candidate's own unit will be on the same time line—six months).
- 4) Competence in CPE program design and implementation (Standard 318) – In this unit, this outcome will begin to be addressed in a minimal way with the above-mentioned selection and presentation of didactic material.
- 5) Competence in pastoral education (Standard 319) – At this stage of training, the student is beginning to apply his/her theories to the practice of supervision. The emphasis during this unit is on education theory.
- a) The student will present a brief (2 -3 page) paper describing how she/he thinks people learn; the student will include clinical examples from the groups she/he has co-supervised and from the individual supervision sessions she/he has observed.
  - b) The student will be encouraged to reflect on how cultural contexts of diverse student groups and clinical populations aid or block student learning. This reflection will be offered in individual supervision and in IPR.

#### **Fourth and Fifth Units**

In the fourth and fifth unit of training, the student will begin the process of writing her/his position papers. Also in the fourth and fifth units, the student will begin to take leadership in the process of group supervision and in the individual supervision of extended unit CPE students. Thus, the process of doing supervision will inform the writing of the theory papers, and *vice versa*. The student will supervise the verbatim seminars for the extended unit CPE students and will co-supervise IPR with the supervisor who is working with the CPE residents. The reading for this unit will focus on group supervision.

- 1) Competence as a pastoral supervisor (Standard 315) – In these units of training, the student will continue the practice of co-supervising IPR and will assume responsibility for supervising the extended unit CPE students in verbatim seminars. The student will also provide individual supervision for the extended unit CPE students.
- a) The student will continue to have active involvement in his/her clinical placement.
  - b) The student will present 3 supervisory consultation presentations in which she/he demonstrates the ability to form a meaningful pastoral relationship with a student. The student will reflect on these experiences referencing her/his theology, personality theory, and education theory.
  - c) The student will present 3 supervisory consultation presentations in which he/she will document challenges that arise in forming a meaningful pastoral relationship with a student. The student will reflect on these experiences referencing her/his theology, personality theory, and education theory.
  - d) The student will audio tape or video tape all of her/his individual and group supervisory sessions and will present portions of them in individual supervision, in Mid-Ohio SIT group, and in Supervisory consultation seminar.
  - e) The student will continue to work toward greater self-understanding and use of self in supervision.

- 2) Competence in the theories of supervision (Standard 316) – In these units of training, the student will continue to focus on the creation of and expression of his/her theories of supervision.
- The student will read Corey, M. S., & Corey, G. (2002). *Groups: process and practice* (6th ed.). Australia; Pacific Grove, CA: Brooks/Cole-Thomson Learning, or a text about group processes chosen by the student and approved by the supervisors.
  - The student will present his/her understanding of group process as drawn from the text he/she is reading. This presentation will be made either in Supervisory theory seminar or at the Mid-Ohio SIT group and will include the student's reflections on the text in light of his/her theology, personality theory, education theory, and experiences in group supervision.
  - The student will reflect on her/his theory of group supervision in light of its relationship to multicultural competence; this reflection may be done in IS, in Supervisory consultation seminar in relation to a particular student or group experience, as a presentation to the Mid-Ohio SIT group, or any combination of these options.
  - The student will begin a draft of her/his personality theory paper and will present her/his written work in IS, in Supervisory theory group, in the Mid-Ohio SIT group, or in any combination of these venues.
- 3) Competence in the practice of CPE supervision (Standard 317) – In these units of training, the student will provide assessments for each of the students she/he is supervising in light of the students' learning patterns, personalities, and religious histories. The student will also supervise students' pastoral work with attention to the unique pattern of personal and professional development and with an emphasis on the students' movement toward developing a pastoral identity.
- The student will present assessments and supervisory strategies for each of the extended unit CPE students she/he is supervising. These presentations may be in any or all of the above named venues.
  - The student will monitor how his/her strategies are informed by his/her theories of theology, personality, education, and group process. This monitoring may also take place in any of the above named venues and should be reflected in the student's final evaluations of his/her students.
- 4) Competence in CPE program design and implementation (Standard 318) – In these units of training, the student will begin to attend to concerns of program design and implementation.
- The student will take part in the interview process for the group of extended unit students she/he is supervising and will work in consultation with her/his supervisor to create curriculum using CPE methods appropriate to the level of training (usually Level I) sought by the extended unit CPE students.
  - The student will address the theological context of the students' ministry placement.
  - The student will manage the program effectively attending to the various concerns outlined in Standard 318 on p. 15 of the ACPE Standards (2005). These components will be reviewed both in IS and in Supervisory consultation seminar.
- 5) Competence in pastoral education (Standard 319) – In these units of training, the student should be continually integrating his/her supervisory theories in the practices of individual and group supervision. The various readings and presentation should provide avenues of reflection to help the student continue in this process. The student should also be continually broadening and deepening her/his understanding of organizational ethical implications and multicultural contextual implications for supervisory practice.

**Units Six and following as needed until Certification as Associate Supervisor is achieved or until the supervisory contract comes to a close**

In these units of training, the student will continue to work on writing his/her theory papers and on integrating his/her theories into his/her supervisory practice. As the position papers are finished, the student will submit them to the National Certification Commission to be reviewed. If the papers are accepted, the student will continue in the processes outlined above as she/he prepares to meet the Certification Committee to be made an ACPE Associate

Supervisory. Until this process occurs, the student will continue working with feedback and will seek the necessary extensions to remain in the supervisory process.

- 1) Competence as a pastoral supervisor (Standard 315) – in these units the student will begin to function as primary supervisor (as defined in the Certification Manual), assuming responsibility for group and individual supervision. This will be done in the context of the Extended units of CPE offered at Cincinnati Children's.
  - a) The student will continue to have active involvement in his/her clinical placement.
  - b) The student will audio/video tape all his/her individual and group supervisory sessions and will present portions of them in individual supervision, in Mid-Ohio SIT group and in supervisory consultation seminar.
  - c) The student will write regular process notes on individual and group supervision.
  - d) The student will begin to write two-page summaries, as described in the Certification Manual as a means of demonstrating integration of theory and practice in supervision.
  - e) The student will continue to work toward greater self-understanding and use of self in supervision.
- 2) Competence in the theories of supervision (Standard 316) – In these units the student will complete and submit his/her Position Papers. In addition, s/he will continue the dialogue between theory and practice, demonstrating an ability to inform supervisory practice with theory.
  - a) The student will present drafts of his/her position papers to the Mid-Ohio SIT group for consultation and feedback.
  - b) The student will prepare and present at least two clinical vignettes in which she/he will demonstrate application of theory to supervisory practice.
- 3) Competence in the practice of CPE supervision (Standard 317) - In these units of training, the student will continue to provide assessments for each of the students she/he is supervising in light of the students' learning patterns, personalities, and religious histories. The student will also continue to supervise students' pastoral work with attention to the unique pattern of personal and professional development with an emphasis on the students' movement toward developing a pastoral identity.
  - a) The student will present assessments and supervisory strategies for each of the extended unit CPE students she/he is supervising. These presentations may be in any or all of the above named venues.
  - b) The student will continue to monitor how his/her strategies are informed by his/her theories of theology, personality, education, and group process. This monitoring may also take place in any of the above named venues and should be reflected in the student's final evaluations of his/her students.
- 4) Competence in CPE program design and implementation (Standard 318) - In these units of training, the student will continue to attend to concerns of program design and implementation.
  - a) The student will conduct student interviews for the group of extended unit students she/he is supervising and will create curriculum using CPE methods appropriate to the level of training (usually Level I) sought by the extended unit CPE students.
  - b) The student will address the theological context of the students' ministry placement.
  - c) The student will manage the program effectively attending to the various concerns outlined in Standard 318 on p. 15 of the ACPE Standards (2005). These components will be reviewed both in IS and in Supervisory consultation seminar.
- 5) Competence in pastoral education (Standard 319) - In these units of training, the student will continue to integrate his/her supervisory theories in the practices of individual and group supervision. The student should also be continually broadening and deepening her/his understanding of organizational ethical implications

and multicultural contextual implications for supervisory practice.

### **Conclusion**

This curriculum represents the best thinking of the ACPE supervisors at Cincinnati Children's about what the ACPE supervisory training process should look like based on the Standards (2005). We fully expect to learn from our student(s) about how this curriculum serves them and how it needs to be improved. We will engage in on-going program evaluation and will make changes as needed.

## **5. BroMenn Healthcare System**

### **Spiritual Care Services**

**Rev. William R. DeLong**

**Bloomington, IL**

### **SUPERVISORY CPE CURRICULUM**

Supervisory CPE at BroMenn Healthcare is at its inception. The following proposed curriculum is structured through close adherence to the Objectives and Outcomes for Supervisory CPE as they appear in the ACPE Standards (2005) and as they are expanded in the Specific Criteria for Assessing Curriculum Content for Supervisory Education as it appears in the Accreditation Manual of the ACPE (2005).

This curriculum seeks to adhere to the guidelines provided in the Accreditation Manual including the provisions regarding Standard 312.2 that "To provide students practice in the supervision of CPE under the supervision of an ACPE Supervisor;" and "When a CPE unit is supervised by a Supervisor in Training who has not achieved Candidacy status, he or she must be under the close oversight of a training supervisor who must review the progress of each CPE student weekly."

An essential element of the Supervisory CPE Curriculum is regular participation in SIT Peer Group activity. This requires travel to a meeting location. The best current opportunity is the monthly Northern Illinois SIT Peer Group which (as of 2005) is meeting on the second Friday of each month at the Advocate Health Care facility in Oakbrook, Illinois. Also the Supervisory CPE student may take advantage of other gatherings of peers at Area, Regional, and National ACPE conferences, events and gatherings.

### **Introductory Area – Pastoral Competence**

(Outcomes 315.1 – 315.6)

(Application, Admission, Orientation & On-going Development of Pastoral Identity)

Pastoral competence is a starting point for admission and readiness to enter Supervisory CPE. Pastoral competence and potential to become a CPE Supervisor are reviewed and evaluated when one seeks admission to Supervisory CPE and then again when one seeks certification at the Supervisory Candidate level. The beginning step of Supervisory CPE is to prepare to present one's self as a competent pastor and potential CPE Supervisor. The supervisor-in-training will seek to refine and continue development of his/her capacity to

- maintain personal integrity and deepen pastoral identity, (Outcome 315.1)
- demonstrate emotional and spiritual maturity, (Outcome 315.2)
- form meaningful pastoral relationships (Outcome 315.3) and
- self-supervise one's on-going pastoral practice (Outcomes 315.4)

### **The Supervisory CPE Student will learn to:**

1. Function in/at BroMenn Healthcare with awareness of and in relation to its mission, standards, systems, protocols & personnel.
2. Reflect on who one is as person, pastor and supervisor-in-training as one enters a particular clinical setting.
3. Continues on going refining and integration of one's pastoral competence and identity during development as a pastoral educator.
4. Develop and maintain awareness of the setting and the personnel with which one may develop the ability to function as a pastoral member of an interdisciplinary team and a CPE supervisor.

5. Develop awareness of one's own ethical practice and values in personal and professional relationships and help students develop ethical values and practices.

**Activities for the Supervisory CPE Student will include:**

1. Engaging in application and admission process
2. Meeting with the Admissions and Readiness Committee
3. Introduction to key personnel
4. Introduction to policies and procedures
5. Introduction to protocols in which the SIT and CPE students will participate
6. Introduction to peer training group (will require travel)
7. Engaging in Development of a Learning Contract for Supervisory CPE
8. Reading ACPE Standards, Certification Manual, Ethics Manual, Accreditation Manual

**Area I – Conceptual/Theoretical Competence**

**(Outcomes 316.1 – 316.3)**

(Observation Unit, Present Self and Work for Candidacy, Co-supervision, Reading Theory, Writing Papers)

**The Supervisory CPE Student will learn to:**

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. (Outcome 316.1)
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. (Outcome 316.2)
3. Articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one's theology. (Outcome 316.3)

**Activities for the Supervisory CPE Student will include:**

1. Engaging in a unit of silent observation of an experienced CPE Supervisor supervising a group of students and doing regular reflection, reporting and discussion of observations with supervisor and peers. **See observation Unit Note**
2. Reading as extensively as necessary in the fields of Theology, Behavioral Science, Education, Professional and Organizational Ethics, and Cultural Diversity.
3. Writing and presenting drafts of theory papers to supervisor, peers and other consultants for critique and discussion.
4. Articulating in written form the theories behind supervisory practice.
5. Submitting graduate-level quality theory papers to ACPE Certification Commission readers.

**Content Includes**

- History of ACPE
- ACPE Standards
- Clinical Method of Learning
- Impact of the Peer Group on Individual Learning
- Survey of Selected Pastoral Theologies
- Survey of Selected Theories of Human Personality Development
- Survey of Selected Theories of Adult Learning and Education
- Focused readings on one's selected theories of learning
- Survey of Major Faith Groups
- Models of Supervision: Self as Learning Resource
- Models of Theological Reflection
- Principles of Organizational and Program Development

**Area II Supervisory Program Competence**

**(Outcomes 318.1-318.9)**

(Admission Interviews, Student Selection, Experience Supervision at Increasing Levels of Competence)

**The Supervisory CPE Student will learn to:**

1. Manage CPE programs effectively. (Outcome 318.2)
2. Develop a variety of CPE program resources. (Outcomes 318.3)

3. Utilize diverse clinical education methods. (Outcome 318.4)
4. Works with the theological implications of the ministry context (Outcome 318.5)
5. Understands and applies professional organizational ethics as they relate to CPE and pastoral practice. (Outcome 318.6)
6. Uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education (Outcome 318.7)
7. Advocates for students based on awareness of how persons' social locations, systems and structures affect one's ministry, learning and the educational context. (Outcome 318.8)
8. Considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures. (Outcomes 318.9)

**Activities for the Supervisory CPE Student will include:**

1. Participating in admissions interviews. **See Admission Interview and Student Selection Notes**
2. Taking increasing responsibility for supervision of individuals and group, depending on readiness (i.e. responsibility for curriculum components such as orientation, individual supervision, and co-supervision of a group). **See Co-Supervision Note**
3. Taking opportunities for leadership of educational events as available in the setting.
4. Participating in the life of the Pastoral Care Department, its administrative, education and service dimensions, in relations to the institution and wider community.
5. Developing an understanding of the supervisory role in the setting and the ability to function as a member of an inter-disciplinary team.
6. Engaging in ongoing clinical responsibilities as a foundation for supervisory practice and interdisciplinary learning.
7. Taking responsibility for supervision of a unit (with a training supervisor), including selection of students, planning, orientation, scheduling of on-calls, clinical assignments, worship responsibilities, administration and evaluation.
8. Participating in, arranging for and leading Didactic Seminars and reflecting on theoretical and theological concepts in one's experience of supervision and integrating it with the educational, personality, group theories and the theologies of others.
9. Developing skill in utilizing clinical education methods such as verbatims, taped conversations, interviews, administrative meetings, clinical seminars, interpersonal dynamic seminars, didactic seminars and individual supervisory conferences.
10. Utilizing one's religious heritage, theological understanding, and knowledge of the behavioral sciences in one's supervision.
11. Presenting clinical material regarding one's practice of supervision.

**Content Includes**

Principles of Curriculum Design

- Learning styles and readiness
- The Admissions interview and Report
- Selecting Student: Readiness for the Program
- Use of Verbatim/Pastoral Work Report
- **Use of Process Notes/Reflection Papers**
- Use of Interdisciplinary Resources
- Student Evaluation Purposes and Processes
- Developing a Reading list/ Bibliography
- Supervision of Worship Leadership
- Multimedia Resources for Curriculum Development
- Community Resources for Curriculum Development
- Use of Theological Reflection
- Use of Self in Supervision

Program Management

- The Clinical Rhombus
- Selecting, Maintaining and Using a Consultation Group
- Assessing Compliance with ACPE Program Standards (Accreditation Issues)

- Integrating CPE into Facility or Institution
- Disciplinary Actions
- Procedures for Dismissal/Withdrawal of a Student

**Area III Competence in CPE Group Supervision**

**(Outcome 317.2.1 – 317.2.2)**

(Experience Supervision in Increasing Levels of Competence, Integrate Learning)

**The Supervisory CPE Student will learn to:**

1. Facilitate the development of group interpersonal interaction. (Outcome 317.2.1)
2. Enables students to use their responses to the program as a learning experience. (Outcome 317.2.2)

**Activities for the Supervisory CPE Student will include:**

1. Continuing to manage a program of CPE
2. Using knowledge of group process and systems theory to effectively supervise groups.
3. Engaging in peer group open seminars, and/or Interpersonal Relations Group or Covenant Group
4. Demonstrating the ability to assess the student and developing appropriate supervisory stances, responses and interventions
5. Developing the ability to differentiate process-oriented experiential learning from academic models of learning.
6. Refine ability as a Clinical Pastoral Educator who is able to assess learning issues and problems with learning.
7. Using one's supervisory experience and one's knowledge of theology and the behavioral sciences to make supervisory assessments and develop supervisory plans.
8. Demonstrating the knowledge and skills to provide supervisory leadership and develop new programs of CPE.

**Content Includes**

- Survey of Group Theories
- Stages, Tasks and Goals of Group life
- Group Leadership Skills
- Problems and Issues Facing Beginning Group Leaders
- Conflict in the Peer Group
- **Selecting Students: The Peer Group**
- Managing Cultural And Theological Diversity
- Principles of Closure

**Area IV Competence in CPE Individual Supervision**

**(Outcomes 317.1 – 317.5)**

(Experience Supervision in Increasing Levels of Competence, Integrate Learning)

**The Supervisory CPE Student will learn to:**

1. Assesses an individual student's learning patterns, personality, and religious history as a basis for supervisory strategies. (Outcome 317.1.1)
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. (Outcome 317.1.2)
3. Defines and evaluates students' pastoral and personal resources, and uses supervisory strategies interventions to facilitate students' learning and development in pastoral care. (Outcome 317.1.3)
4. Assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience. (Outcome 317.1.4)
5. Uses one's personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style. (Outcome 317.1.5)

**Activities for the Supervisory CPE Student will include:**

1. Participating as supervised and supervisor, in Individual Supervisory Conferences utilizing video taping of session as agreed upon with training supervisor.
2. Developing the ability to differentiate preparation for ministry from therapeutic focus.

3. Developing an understanding of one's person, including one's strengths and weaknesses, and the ability to utilize one's person in one's supervision, and in helping students to develop their pastoral identities.
4. Developing an awareness of how social conditions and structures affect the lives of others and of oneself, and helping students to develop this awareness.
5. Engaging in consultation with other training supervisors, e.g., for specialized concerns such as minority and gender issues, and particular theories.

**Content Includes**

- Establishing a Supervisory Alliance
- Transference and Counter-transference
- Anxiety and Learning
- Resistance and Impasse
- Parallel Process
- Use of Clinical Material
- Adapting Supervisory Practice to Meet the Needs of Students
- Gender Issues in Individual Supervision
- Cross-cultural Supervision
- Sexuality in the Supervisory Relationship
- Closure

**Area V Competence in Pastoral Education**

(Outcomes 315.5 & 319.1)

(Prepare for and Seek Associate Certification)

**The Supervisory CPE Student will learn to:**

1. Refine identity as a clinical pastoral educator. (Outcome 315.5)
2. Integrate educational theory, knowledge of behavioral science, professional and organizational ethics, theology, and pastoral identity into supervisory function. (Outcome 319.1)

**Activities for the Supervisory CPE Student will include:**

1. Gaining an understanding of the tools for reflection and evaluation of oneself in supervision and for helping students evaluate themselves.
2. Developing a capacity to articulate in written and verbal form one's theory that underlines supervisory practice.
3. Developing the ability to utilize reflection and evaluation to name one's learning questions, issues and themes and to identify the next steps in one's learning process, and helping students do this.
4. Demonstrating the use of reflection and evaluation to integrate one's learning in the practice of supervision.

**See Integration of Theory and Practice Note**

5. Demonstrating awareness of the process by which one learns and grows as a resource for one's continued learning, and as a resource for one's supervision of the learning and growth of students.
6. Engaging in self evaluation with training supervisor.
7. Engaging in Peer evaluation.
8. Writing Supervisory CPE Self-evaluations.
9. Preparing for and meeting committee for Candidacy
10. Preparing and submitting theory papers.
11. Preparing for and meeting committee for Associate.

**Content Includes:**

- Power, Authority and Boundaries
- Education vs. Therapy
- Making a Therapeutic Referral
- Principles of Closure
- Learning Issues and Issues about Learning
- Supervisory Strategies and the Life-long Learner
- Disciplinary Actions
- Procedures for Dismissal/Withdrawal of a Student
- Student Evaluation
- Negotiating and Using a Learning Covenant/Contract
- Professional Ethics

- Professional Development Strategies
- Peer Review
- Writing and receiving feedback on drafts of required theory papers
- Use of Consultation
- Presenting Yourself and Your Work: Articulation and Demonstration of Competence

**Supplementary Material Notes:**

**Observation Unit:** The Process of supervisory training during the observation unit is as follows:

- A. The student's readiness for supervisory training is considered in the light of the recommendations of the Area Certification Sub-Committee or a similarly constituted consultative committee. The issues raised by such consultation are addressed.
- B. The supervisor-in-training has weekly conferences with the training supervisor to process his/her observations made as a silent observer of a CPE group. He/she designs weekly written reports in order to focus what he/she would like to address, which is itself a learning process. These foci might include:
  1. the overall group process;
  2. an individual student's action or interaction or growth process;
  3. the style of the supervisor-being-observed;
  4. the supervisory student's own style, i.e., how he/she would chose a different style of leadership or where and how he/she would intervene;
  5. the supervisory student's own perceptions of issues that do surface or do not surface in the group and how he/she would address them;
  6. the supervisory student's own feelings about critical incidents in the group process or in a student's growth.
  7. Process and review of video-taped supervisory sessions or group sessions
- C. The silent observer may process his/her observations also with the supervisor in charge of the group being observed, but this is usually not done until the latter half of the unit, depending upon the supervisory student's growth.
- D. A summary, oral and written, of the observations is processed with the training supervisor. During this unit as silent observer the student is encouraged to become acquainted with theories of group process and learning. Other clinical and departmental responsibilities may be delegated to the supervisor-in-training during this period of observation.

**Admission Interviews:** the Supervisory CPE Student participates in the following process to learn about CPE Interviews:

- A. The student becomes familiar with Guidelines for Admission Interviews in Appendix A200's of the ACPE Standards and discusses these materials with Training Supervisor.
- B. The student observes Training Supervisor or other supervisor(s) conduct admission interviews and then does admission interview(s) while observed by Training Supervisor.
- C. The student writes up Admission Interview Report(s) and submits to Training Supervisor for critique and discussion and possible revision before submitting reports to interviewee.

**Student Selection:** the selection of student(s) process is as follows:

- A. The supervisory student will read and digest the written application material of the incoming students, focusing hereby on two issues:
  1. what the supervisor-in-training could provide for the learning of the student; and
  2. what the student could provide for the learning of the supervisor-in-training.
- B. Through reading the applicants' materials, the supervisor-in-training has formed a general picture of the students' strengths and weaknesses. Based on this perception, he/she will classify them in three categories:
  1. Yes – students he/she would like to supervise, and why, addressing the above two issues;
  2. Maybe – students about whom he/she has neither strong positive or negative feelings, and why, addressing the above two issues;
  3. No- students he/she really doesn't want to supervise, and why, addressing the supervisor-in-training's issues that might surface at this point.

- C. The rationale for the choice of each of the students by the supervisor-in-training is then presented by her/ to him to other available supervisors beginning the process of deciding which student(s) are assigned to the supervisor-in-training. In this selection process, the supervisory student is challenged to support the rationale for his/her choices. He/she is supported in his/her learning goals. All this processing is done to help the supervisor-in-training to articulate his/her understanding of the written application material of the students and the goal he/she may have in the supervision of particular students.
- D. After the students are chosen, the supervisor-in-training writes his/her impressions and tentative goals in working with each of his/her selected students. These impressions and goals are revised after the students have actually arrived and personal contact is made with them during orientation. When the supervisor-in-training meets with them individually in supervisory conference, he/she negotiates the leaning contract with the student. The Supervisory student is given the freedom to design his/her learning contracts concerning learning goals and requirements of clinical materials from students.

**Co-Supervision Process:** when the supervisory student co-supervises with the training supervisor present in the group seminars.

- A. A verbal contract on how the training supervisor and supervisor-in-training will interact in seminar is made. Some of the models used are:
  - 1. Training supervisor is silent for the first half hour when trainee's student is presenting;
  - 2. Training supervisor speaks only directly to supervisor-in-training and not to the student who is presenting;
  - 3. Training supervisor is silent for the who period when trainee's student is presenting;
  - 4. Both training supervisor and trainee interact freely.
  - 5. Observation is made through the use of video taping of the session.
- B. The supervisory student prepares process notes on supervisory conferences with their students and shares them for feedback with the training supervisor. The supervisor-in-training also submits copies of student produced written materials to training supervisor for consultation (e.g., the CPE student's weekly reflection sheet).
- C. Finally, the supervisor-in-training writes final evaluations of his/her students' performance in CPE in consultation with the training supervisor.

**Integration of Theory and Practice:** The Supervisory CPE student progresses to the point of supervising a CPE unit group with relative autonomy while under the supervision of a training supervisor. This is done usually in the context of preparing to "present the unit" for review by the Certification Commission when seeking certification as an Associate Supervisor of CPE. Our supervisory training curriculum has adopted a process devised by David M. Franzen, Th.M., presented at a Certification Workshop and titled, "A FOCUS FOR THE INTEGRATION OF THEORY AND PRACTICE." It is used as a method of reporting and consultation to prepare the supervisor-in-training to seek certification.

This system consists of a series of questions that the supervisor-in-training asks him/herself about his/her practice and his/her conceptual and theoretical basis for practice. We have taken this series of questions and produced forms for each week of the CPE unit as prompts for reflecting, reporting and consulting regarding one's supervision of CPE students.

- A. Preparation for the Unit: The supervisory student reflects on the orientation of CPE students. What is the design and why? What does theory of group process say about beginnings? How are students introduced to the uniqueness of the clinical setting and their assignments?
- B. Curriculum Design: The supervisory student reflects on theory behind curriculum design. What balance of verbatim seminars, IPR seminars, didactic presentations (topics?), etc, will be selected? How does the supervisory student's theological position and personality and educational theories inform the curriculum design?
- C. Orientation Week: The supervisory student reflects on issues of each student's anxiety level, learning style, etc. The supervisory student also evaluates his/her previous reflections prior to meeting the students and

begins to revise assessments. The supervisory student seeks to reflect with self-awareness about his/her repertoire of approaches and stances in relation to the beginning relationship with students.

- D. **Learning Contract:** Reflective and reporting focus for week two are on the dynamics of learning goals and learning contract. What supervisory stances and approaches have been taken and why theoretically?
- E. **Weekly Reflection and Reporting:** The weeks leading up to mid-unit evaluation and then following mid-unit to final evaluation time are “ordinary time” in which the supervisory student is asked to reflect and report with a dual focus; individual student process and group process. The supervisory student is encouraged to:
1. Provide a brief paragraph update on each student’s process, noting any educational critical incident, supervisory impasses, and changes in your understanding of the student’s learning style/process/needs.
  2. With each student, how do her/his theological and faith heritage issues become manifest in the clinical work with patients, in the student’s presentation of his/her clinical work, in the student’s peer relationships, and in the supervisory relationship?
  3. With each student, describe the transference-countertransference, co-transference dynamics and the parallel process in the student’s work with patients, with you as the supervisor, and in the relationship with the supervisor of your supervision.
  4. Note any consequent modification of your own supervisory approach, or supervisory stance with the student.
  5. Regarding group process, what group norms are you promoting, and how? What group norms are actually being operationalized by the students? Note and track and sub-groupings, and the developing group character/atmosphere.
  6. Review video tape of individual supervision or group supervision.
- F. **Mid-unit Evaluation:** The supervisory student reflects and reports on issues regarding the mid-unit process of each of the students and the group as a whole. Attention is given to the adequacy of learning contracts, central learning thus far, possible revisions of learning contract, the characteristics and effectiveness of group process to this point and what group facilitation adjustments may seem appropriate.
- G. **Approaching Closure:** The supervisory student reflects and reports awareness about termination dynamics for each student and for the group. The supervisory student is asked to describe his/her plans for final evaluation and his/her rationale under-girding it.
- H. **Evaluation and Reflection:** The reflections and written reports for the entire unit become material then, for a final evaluation for each student. Also these reflections become the basis for the supervisory student’s effective articulation of his/her theory and practice of supervision that will help a certification sub-committee assess integration.

## **5. University of Tennessee Medical Center**

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### **I. Curriculum Design**

#### **I. A. Philosophy of Supervisory Education**

Pastoral care and pastoral education are more an art than a science. As such, those who desire to learn the art of pastoral care, as well as those who feel called to a supervisory ministry, must engage in the learning process by first immersing themselves in the practice of pastoral care and reflecting on the experience. There are specific skills to learn, but pastoral care involves the distinctive personality and gifts of the practitioner. As students at all levels discover who they are in pastoral relationships, they have the opportunity to integrate their particular gifts, history, spiritual, emotional, and educational experiences into a uniquely individual pastoral and supervisory style. The formation of future supervisors has a lot in common with the education of all other CPE students. Through self-reflection, supervisory and peer reflection, the supervisory student in Clinical Pastoral Education can stretch and grow personally and professionally, and acquire experience both in the theoretical and the clinical field of the ministry of supervision.

Because CPE is an adult learning format, students are expected to be active participants in the educational process. They are required to review the objectives for supervisory training in CPE from the *ACPE Standards* and focus on specific needs during each phase of their training. Additionally, in dialogue with the CPE supervisor, they develop a learning contract to which they are held accountable. The learning contract addresses personal, professional, and educational needs of the supervisory student.

Supervisory CPE at the University of Tennessee Medical Center recognizes that all learning in the clinical setting is a growth process. Students engage in supervisory relationship and reflection upon that educational relationship, integration of the insights gained from the reflection, back to the supervisory action where the cycle begins again. Each student learns at his/her own pace and encounters resistance in different areas. During the learning process, the CPE supervisor seeks to enable students to recognize both personal strengths and weaknesses in their ministry. Resistance is faced when and where it is encountered and together the CPE supervisor and the student develop ways to learn and grow through the resistance. Each student works with what is relevant, valuable, and difficult to avoid. The overall goal of the process is integration in the practice of supervision, both personal and professional growth. Theory and learning grow in connection, and both find roots in the personal story of the student as well as in his/her educational style. Theological foundation and educational theory are tested on the ground of the supervisory relationship, and then revised, adapted and integrated to better express the specific style of the supervisory student.

The Supervisory CPE program at UT Medical Center is designed to provide qualified people with demonstrated pastoral, professional, and clinical competence the opportunity to learn the art of clinical pastoral supervision through a process that includes the following: didactic training in theories related to supervision from the fields of theology, the behavioral sciences, and education; hands-on practice of supervision under the guidance and observation of an ACPE Supervisor; and the opportunity to integrate theory and practice into one's identity as a person, pastoral practitioner, and educator.

#### **I. B. Context of Learning**

The supervisory curriculum at UT Medical Center reflects a gradual, detailed process, which leads the supervisory student to learn and practice group theory and group dynamics, personality theory and educational theory in the direct supervisory encounter. Theological reflection and pastoral action, supervisory practice and theoretical learning come together within a progressive course of study.

The components of the Supervisory CPE program include:

- Weekly individual sessions with the training Supervisor;
- Regular peer group focused on clinical review, theoretical development, personal integration; group time includes IPR sessions, video reviews, paper reviews, and theoretical discussions and/or
- Ongoing supervisory experience in leading groups, which begins with observation, continues with co-leading, and finally results in leading groups independently (both during full-time and extended units) while under close supervision.

#### **I. C. Instructional Objectives and Methodology**

For each objective of Supervisory CPE, there are levels of training applicable to those objectives. The Basic level assumes a beginning level of competency. Students at this level would probably be in their pre-certification training, Supervisor-in-Training. Intermediate competency would generally include students in their first year as a Supervisory Candidate. Advanced competency training is intended for students in their final year before meeting the certification committee for Associate Supervisor. Not all objectives are suitable for each level of competency.

### *Outcomes for Supervisory Education*

#### **Pastoral Competence**

##### **315.1 Maintain personal integrity and deepen pastoral integrity**

*Basic:* Students will read in the field of Pastoral Theology and Ethics to expand their conceptual awareness. They will review their relationships with patients and CPE students through written reviews and videotapes and articulate how personal and pastoral integrity are evident in those relationships. Peers and Training Supervisor will give critique and assist student in gaining awareness about how others experience him/her in regard to personal and pastoral integrity.

##### **315.2 Demonstrate emotional and spiritual maturity**

*Basic:* Students will use supervision and peer review to explore strengths and weaknesses. They will review their relationships with patients and CPE students through written reviews and videotapes and

articulate how emotional and spiritual maturity are evident in those relationships. Peers and Training Supervisor will give critique and assist student in gaining awareness about how others experience him/her in regard to emotional and spiritual maturity.

### **315.3 Form meaningful pastoral relationships**

*Basic:* Students will offer pastoral care to patients in the hospital and review the quality of the pastoral relationships through self-evaluation, peer review and supervisory review.

*Intermediate, Advanced:* Students will initiate supervisory relationships with CPE students in the context of individual and group supervision. These relationships will be reviewed through self-evaluation, peer and supervisory evaluation. The student will explore new behavior as a plan to improved pastoral relationships with students.

### **315.4 Self-supervise one's ongoing pastoral practice**

*All Levels:* Student will review own supervision through written review and video review. S/he will apply concepts as learned and assess the effectiveness of interactions to continually find better ways of engaging others in pastoral relationships.

### **315.5 Refine one's professional identity as a clinical pastoral educator**

*Basic:* In the observation unit, the student will begin to separate from the resident peer group. S/he will begin to identify with supervisory peer group as they meet for sessions and begin to socialize. S/he will attend Regional and National CPE meetings and become exposed to CPE as an educating body. S/he will serve as a resource for the hospital community, explaining CPE and pastoral care. The student will begin to teach didactics for the student group and for the hospital community. Initially training supervisor will assist in planning the content of teaching sessions, but the student will have greater responsibility for content as s/he gains experience and expertise. The student will begin to attend meetings of the Professional Consultation Committee and staff meetings with responsibility to report on supervisory activities. S/he will have increasing responsibility for leadership of CPE groups

### **315.6 Demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning**

*Basic:* Student will read from the recommended book list, attend regular meetings of the International House on the campus of the University of Tennessee at Knoxville, and make at least one graduate level presentation on multi-cultural awareness.

*Intermediate, Advanced:* Students will demonstrate awareness of their own and others' cultural influences in clinical presentations and in their own curriculum development.

## **Conceptual Competence**

### **316.1 Articulate understanding of and methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision**

*Basic:* Student will read articles from the Journal of Pastoral Care and the Journal of Supervision and Training in Ministry as well as literature relevant to clinical and pastoral supervision and the ACPE Standards. Head and Heart by Charles Hall is required reading in order to give the student an overview of the history of CPE. Other recommended reading includes, Hemenway, Inside the Circle and Schon, Educating the Reflective Practitioner, and Steere, The Supervision of Pastoral Care. Student will discuss these books in peer group. In the observation unit, Hemenway, and Steere, are read. Supervisory students will describe and diagram the dynamics that they observe. In co-leading units, the supervisory issues and dynamics that arise between students and supervisor are discussed according to concepts raised by Schon. Student will begin presenting video and audiotapes of his/her work with students and reviewing them with peer groups. In these presentations student will demonstrate familiarity with the readings by discussing how various authors would view the recorded events.

*Intermediate:* Student will continue reading various articles in clinical supervision. Recommended reading: Jacobs, David and Meyer, The Supervisory Encounter; and Estadt, The Art of Clinical Supervision. In peer groups s/he will discuss concepts and models of supervision and articulate his/her growing awareness through

the application of theories to his/her practical experience in supervision. As student begins to write theory papers, s/he will demonstrate how theoretical models influence her/his actual supervision.

**316.2 Articulate and implement 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.**

*Advanced:* In addition to the above, student will gradually formulate a coherent philosophy of CPE which demonstrates congruence with personality style and the acquired conceptual model and efficiency in facilitating learning with a variety of students. Recommended reading includes Friedman, Generation to Generation & A Failure of Nerve, Gilligan, In a Different Voice, Knowles, The Adult Learner: a Neglected Species, Merriam, The New Update on Adult Learning Theory, and others related to their dominant theoretical perspective. The supervisory student will complete theory papers and present them to peer groups. S/he will be required to defend their philosophy by reviewing clinical material and describing it using the DNA model (See Appendix).

**316.3 Articulate rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one's theology.**

*All levels:* Students will construct a defensible rationale of multicultural competence, beginning with a definition of multicultural competence, articulation of multicultural perspectives, and examples of multicultural curriculum. Recommended reading includes Abernathy, "The Power of Metaphors for Exploring Cultural Differences in Groups;" Bohn, Therapeutic Practice in a Cross-Cultural World: Theological, Psychological, and Ethical Issues; Paolo, Pedagogy of the Oppressed; Cassara, Adult Education in a Multicultural Society; and Theologies from REM's Women of Color.

## **Supervisory Competence**

Student will complete theory papers and present to peer group. At student's discretion, additional consultants may be used. Once s/he feels confident that papers adequately reflect supervisory practice, s/he will submit them to national readers. The student will tape individual and group supervision for self-review. S/he will select portions that highlight supervisory issues that s/he wants to address. The student will demonstrate integration by discussing supervisory functions from theoretical perspectives proposed in position papers. S/he will articulate strengths and weaknesses of his/her theoretical perspectives as they relate to actual supervisory practice. Peers and supervisor will function in a consultative role.

### **317.1 Individual Supervision**

#### **317.1.1 Assess an individual student's learning patterns, personality, and religious history as a basis for supervisory strategies**

*Basic:* The student will begin to focus on individual supervision while co-leading group. S/he will have one or two uncomplicated students for individual supervision. Supervision with these students will be taped and reviewed with peers and supervisor. The student will facilitate story telling to elicit the religious and personal history of each supervisory student. S/he will read articles and books related to each of the three mentioned aspects of the individual. Recommended readings include Fowler, Stages of Faith, Oglesby, Biblical Themes for Pastoral Care, Augsburger, Pastoral Counseling across Cultures, Belenky, Women's Ways of Knowing, Brookfield, Becoming a Critically Reflective Teacher. Student will attend training sessions on cultural sensitivity and religious diversity available at UT Medical Center.

*Intermediate:* The student assumes responsibility for individual supervision of all students in his/her group. Initially the group will consist of three or four students. As confidence and competence grows, s/he may take responsibility for groups of five or six students. The student will tape individual supervisory sessions and review some portion of these sessions weekly with training supervisor and peers. The student will expand his/her reading in theoretical perspectives on personality, education, and theology. S/he will outline each of the required position papers and review these outlines with peers. The student will review written materials, behavior and interactions of supervisees and look for recurring themes and patterns. S/he will discuss basic categories of CPE students' behavior with peers and training supervisor. The student may use tools such as Meyers-Briggs, Colors, a Genogram or the Enneagram as ways to understand the CPE students' basic approach to life and major learning needs.

#### **317.1.2 Supervise student's pastoral work, giving attention to unique patterns of personal**

**and professional development, including the ability to assist students' movement toward pastoral identity**

*Intermediate:* The student will accompany each CPE student at least twice in a unit of training to observe pastoral functioning. S/he will facilitate worship seminars to preview chapel services and observe the strengths and weaknesses of each student. S/he will write notes on CPE students' verbatim reports, critical incident reports and case conferences that indicate strengths and weaknesses in pastoral functioning. In conversation with peer group and supervisor, s/he will attend to patterns and recurring themes and discuss ways to facilitate pastoral competence based on the noted patterns. S/he will try different facilitation methods and continue using those that are effective.

*Advanced:* Once the student is able to identify patterns of behavior, s/he will expand his/her supervisory plan to include appropriate interventions for each student based on CPE student learning needs and supervisory student conceptual frame of reference. The supervisory student will evaluate each CPE student's strengths and weaknesses and discuss possible strategies for approaching personal and pastoral development. S/he will implement agreed upon plans in subsequent supervisory sessions. The student will do reading about different religious and cultural issues so that s/he may appreciate the variety of influences on the CPE students.

**317.1.3 Define and evaluate students' pastoral and personal resources, and use supervisory strategies and interventions to facilitate students' learning and development in pastoral care**

*Advanced:* The student will continue the work mentioned in the previous objective. S/he will integrate a variety of theoretical perspectives in order to understand students' potential for CPE learning process. S/he will increasingly consider a broader range of perspectives to increase his/her level of effectiveness in addressing students learning needs. The student will continue to use individual and peer review to articulate his/her experience with student learning processes. S/he will continue to practice supervisory interventions with diverse and complex students. While still receiving consultation, the student will have increasing responsibility for student's developing strategies and interventions.

**317.1.4 Assist students in taking responsibility for formulating a learning process and evaluating the results of the learning experience**

*Basic:* Supervisor will discuss with student rationale and parameters for learning goals and evaluations. Student will begin to write evaluations with assistance from training supervisor. S/he will review different learning models through literature, role models, strategies or techniques applicable to adult learners. Recommended reading includes; Knowles, *The Adult Learner: A Neglected Species* and Palmer, *To Know as We are Known: Education as a Spiritual Journey & The Courage to Teach*.

*Intermediate:* Student will collaborate with CPE students to formulate goals appropriate to learning needs. S/he will help the student relate learning goals to the written assignments and *ACPE Standards*. Student will facilitate development of learning goals and evaluation of CPE students with limited assistance from training supervisor.

*Advanced:* Once the supervisory student demonstrates the ability to work collaboratively with students, they practice limit setting with students and develop strategies that are facilitative in nature.

**317.1.5 Use one's personality and personality, religious and cultural history as a teaching resource in shaping a personal supervisory style**

*Basic:* Student will attend didactic on Personal Narrative and use of Self. S/he will participate in group-building activities that involve storytelling. In preparation for Candidacy, student will discuss pertinent aspects of personal history as they influence current relationships and rewrite personal history. Recommended reading: Hall and Lindzey, *Theories of Personality* and Mueller and Kell, *Coping with Conflict*.

*Intermediate:* Student will write draft of personality theory paper and present to peer groups. S/he will review with training supervisor and peers aspects of own personal history in supervision via DNA Model.

Reading: Gilligan, In a Different Voice, Glaz, Women in Travail and Transition, and related books from selected theorists.

*Advanced:* Student will complete his/her personality theory paper. S/he will tape work with groups, individuals, and present chosen sections to peer group. S/he will focus intentionally on personal strengths and weaknesses in order to develop an individual supervisory style. Student will describe dynamics of his/her supervision according to personality theory and from own personal dynamics.

### **317.2 Group Supervision**

#### **317.2.1 Facilitate development of group interpersonal interaction**

*Basic:* Student will read extensively in group theory. Recommended readings include: Yalom, The Theory and Practice of Group Psychotherapy; Corey and Corey, Group Process and Practice; Bion, Experiences in Group; Lewin, Resolving Social Conflicts; Steere, The Supervision of Pastoral Care; and Hemenway, Inside the Circle. In addition, s/he will read relevant articles in the *Journal of Pastoral Care* and *Journal of Clinical Supervision*. In the observation unit, student will diagram the group dynamics observed and discuss group activities according to concepts presented in texts. While co-leading group, student will discuss with training supervisor observations of the group process and strategies to facilitate group interactions.

*Intermediate:* Student will use video and audiotapes to review group dynamics. S/he will articulate and describe observed behaviors using concepts learned, and develop the ability to analyze his/her own contributions to the group process. With consultation, student will devise strategies to facilitate learning in the group process. Read The Group Therapy Experience: From Theory to Practice by Ormont and The Evolving Self by Kegan. The student will write a draft of education paper and review with peers, revise as needed, and submit theory papers for evaluation by readers.

#### **317.2.2 Enable students to use their responses to the program as a learning experience.**

*Advanced:* Once the student demonstrated group management skills at the intermediate level s/he will learn to manage group process at a sophisticated level. S/he will continue to tape group sessions and will select specific portions to view with peers. S/he will hone education theory by applying it to groups and apply concepts of group dynamics and adult education into appropriate facilitation practices with students. S/he will demonstrate a theoretical understanding of problems of learning and the learning environment. The student will explore a variety of group leadership styles and apply use these styles as appropriate to different groups and situations. The student will review how the clinical rhombus is active in the CPE students and will demonstrate an understanding of how conflict, avoidance, resistance, and learning alliance are active in the group and explore how to make use of these elements for CPE student learning.

### **Programmatic Competence**

*318.1* Develop and organize a program of CPE based on educational principles appropriate to experiential learning

*Basic:* In planning meetings with the training supervisor, student will review curriculum essentials for a CPE unit. S/he is responsible for scheduling didactic speakers who will address core curriculum topics. Jointly with training supervisor, s/he will develop schedule for the unit including orientation and evaluation activities.

*Intermediate:* Student will develop unit curriculum in consultation with training supervisor. S/he is responsible to oversee clinical coverage of CPE students and assure appropriate balance between clinical and group activities. S/he will review planned curriculum with training supervisor and peer group. Student will defend the program choices by reviewing the following:

- Objectives of CPE addressed by curriculum items
- Ratio of core curriculum and creative electives
- Balance of educational and clinical time according to CPE standards
- Availability of resources to properly execute curriculum.

*Advanced:* Student will have mastered program development at the Intermediate level. In addition, s/he will begin to take responsibility for integrating the program into the hospital where s/he serves. S/he will independently design and implement curriculum using consultation as needed. The curriculum will include broader elements such as:

- Relevance to hospital community
- Previous students evaluations of relevance of curriculum items and speakers

Supervisory student will insure proper adaptations of the Student Handbook reflecting the curriculum for that unit.

### **318.2 Manage CPE program effectively**

*Basic:* Student will begin to work on program management when s/he begin to co-lead units. Student will become familiar with the core curriculum offered by the center for the various types of CPE. Didactic speakers for supervisory students will include, hospital librarian, administrative staff, hospital educators and members from the PCC including area clergy. In a planning meeting with training supervisor, the student will develop a teaching plan for the upcoming unit. The training supervisor will describe each program component and relate it to the *Standards* and *Outcomes* for levels I and II CPE. The student is responsible to plan didactics, schedule speakers, equipment, and space in consultation with training supervisor. Following class sessions, the student will discuss with the training supervisor the rational for curriculum elements uses in the class. Student will read current *ACPE Standards* and current Student Handbook.

*Intermediate:* The student will initiate contact with members of the Pastoral Advisory Committee (PAC) and interdisciplinary hospital teams in order to schedule them for the CPE program. S/he will also contact resource people in the community, such as local clergy, members of the interfaith coalition, or staff members from various shelters. Additionally, s/he will contact community program such as Resolve Through Sharing (RTS) and Rapid Response Teams (RRTs). S/he will solicit students' opinions about topics of interest and previously offered speakers. In consultation with training supervisor, student will plan, implement, and evaluate a CPE unit in the following ways:

- Prepare appropriate weekly schedule for CPE activities
- Plan for and explain the rational for program elements such as verbatims, case studies, personal narratives and reading material
- Balance clinical coverage and education needs of students
- Manage space, equipment, speakers and scheduling of students' clinical presentations and group activities.
- Write student evaluations for all students directly supervised and review with training supervisor.

Student will explore a variety of methods to provide clinical coverage including on-calls and floor assignments to insure proper clinical experience. Student will attend meeting of the PAC and hospital interdisciplinary teams. S/he will establish connection with the hospital community and find interested parties with expertise relevant to CPE. Additionally, student will use PAC and hospital staff for evaluative comments.

*Advanced:* Having developed program management skills for a routine unit of training, the student will learn to prepare for unexpected events in the course of a unit. S/He will develop alternative plans that can be implemented in case of emergencies such as:

- |   |                                 |
|---|---------------------------------|
| *Students leaving program               | *Speakers sudden unavailability |
| *Students requiring disciplinary action | *Equipment failure              |

Additionally, the student will begin to develop program formats to reflect his/her theoretical perspective.

### **318.3 Develop a variety of CPE program resources**

(This standard is addressed in the above section)

### **318.4 Use diverse clinical educational methods**

*Basic:* The student will participate in team admission interviews with training supervisor, peers, and PAC members. S/he will lead 1-3 didactic sessions per unit and facilitate discussions regarding topic. The training

supervisor will review CPE student's written work with the supervisory student. They will discuss recurring themes in the CPE students written work and look for specific patterns of behavior. S/he will attend staff meetings and meetings of the PAC and be prepared to report on supervisory activities. Additionally, s/he will facilitate CPE business sessions in absence of training supervisor. S/he will address some student issues that arise in a group where s/he is a co-leader. Student will have limited individual supervision of students. All sessions will be taped for review.

*Intermediate:* The student will continue with team interviews and will begin to conduct individual screening interviews and will write intake interviews. S/he will independently supervise 2-3 units of CPE and tape all group sessions for self-review. The student will review the use of didactic sessions, ministry review sessions, group process and dynamics and his/her impact upon the group. Student will be responsible to select portions of taped sessions for peer and supervisory review. S/he will have increased individual supervision of students and will tape all supervisory sessions for self-review. Selected portions will be presented for supervision. The student will review CPE students' written materials and look for recurring themes and patterns as a way to begin to plan supervisory strategies. Student will use DNA model to assess learning issues raised. S/he will develop a learning plan to address students' issues, concerns and readiness to learn.

### **318.5 Work with the theological implications of the ministry context**

*Basic & Intermediate:* Student will participate in an intentionally diverse peer group, which will discuss their own theologies as they relate to the CPE students. S/he will be encouraged to bring forth the experience of group through playfulness, creativity in worship, integration with different religious traditions and application of cultural differences. Student will become familiar with spiritual assessment tools. Recommended readings: Fowler, *Stages of Faith*; Nouwen, *The Wounded Healer*; Pruyser, *Minister as Diagnostician*, and McFague, *Models of God*.

### **318.6 Understand and apply professional organizational ethics as they relate to CPE and pastoral practice**

*Basic:* The student will attend annual mandatory training on corporate compliance and HIPPA training and sign Code of Conduct pledge and Privacy pledge as required by UT Medical Center. Additionally, the student will read *ACPE Standards* as they relate to professional ethics and sign an agreement to abide by ACPE Code of Ethics. Students will read Fortune, *Sexual Abuse by Clergy* and be required to participate in ethics training as established by their ordaining denominations.

*Intermediate and Advanced:* As student supervises others, interactions with CPE students will be reviewed in supervision with training supervisor to insure that supervisory student understands and upholds appropriate supervisor/student boundaries.

## **NEXT THREE UNDER CONSTRUCTION**

### **318.7 Use appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education**

### **318.8 Advocate for students based on awareness of how persons' social locations, systems and structures affect one's ministry, learning and educational context**

### **318.9 Consider cultural factors in the use of learning assessments, educational strategies,**

## **curriculum resources, and evaluation procedures.**

### **I. D. Clinical Supervisory Experience**

*Supervisory students start their program with one unit where they observe a supervisor leading a group of CPE students. At that time, they are required to read several texts on group theory. Following groups, they discuss their observations with the training supervisor and draw application from the texts that are read. Selected readings are discussed in the regular supervisory peer group. During the observation unit, students also begin to participate in team interviews of applicants for the CPE program. They read applications and discuss them with the supervisory group or co-interviewer. Potential strengths and weaknesses of applicants and discussed and interview plans are formed. Students begin to collaborate on written reports of the interviews.*

After the observation unit, students will co-lead one or two CPE groups. During these units of co-leading, they may have primary supervisory responsibility for one or two students. They will continue to meet with training supervisor following groups to discuss relevant events and to plan strategy for dealing with learning issues present in the group. Students will audio or video tape individual supervisory sessions and review them with the training supervisor. Selected tapes will be presented to the supervisory peer group. Students will also attend a monthly peer group meeting and be required to present a clinical case every other month in order to receive broader evaluative responses.

Additionally, supervisory students will begin to read about clinical supervision. As students develop, they will begin to read about personality and education theory. The students will continue to participate in joint screening interviews but will have primary responsibility for writing the report of the interview. They will begin to evaluate students whom they supervise but will discuss the evaluation with the supervisor before it is finalized.

Once students demonstrate competency at the basic level, they may meet the certification committee to request Candidacy status. At that point, they may be permitted to supervise a small CPE group independently. They will continue with admission interviews and will take the lead in these interviews. (All admission interviews include at least one member of the PAC) The candidates are responsible for writing all interview summaries and reporting on the applicants to the PAC. In consultation with the training supervisor the, candidates assemble students for the group. Candidates are responsible for notifying students, whom they will be supervising, of their admission to the program. They also inform students who are rejected.

Candidates participate in every phase of planning, implementing and evaluating the program. All groups are videotaped unless they are observed through a one-way mirror in the classroom. Candidates present a portion of the videotaped material to the peer group. Individual sessions are audio or video taped and reviewed, either in the peer group or in individual supervision. Candidates are expected to evaluate their supervisory experiences according to education, personality, or group theory. Student material is reviewed and the Candidates are challenged to find the themes and patterns evident in the work. They take greater responsibility for evaluating their students and write final evaluations with limited assistance.

As Candidates establish their competency at the Intermediate level, they graduate to the Advanced level. Candidates will have all the responsibilities listed above but will have more independence. They will interview students with a member of the PAC and will have full responsibility for assembling the peer group. They will meet with the training supervisor on a regular basis, but s/he will function in a consultative role. Candidates will have greater responsibility for program management and leadership. They will continue to meet with their peer group on a regular basis. Advanced candidates will continue to make clinical presentations but may use the peer group to present some of their theoretical work for critical review. They have full responsibility for student evaluations, but training supervisor still co-signs.

### **II. A. Stages of the Supervisory Training Process**

These stages are defined in terms of years. This represents an ideal, closely related to the Certification timetable.

In actual practice, students may be functioning at different levels in different competencies. Most students will

have uneven competencies. Some students may complete the basic competencies in a few months because they have extensive experience before entering Supervisory CPE. Others may take a little longer than a year because they have little comparable experience. In addition, students learn at different rates. Many students find integration more difficult than gaining theoretical knowledge and, therefore, take longer than a year to complete the final stage of training.

### **Year I - Supervisor-in-Training Basic Level**

#### Prerequisites:

- Able to use clinical method
- Able to demonstrate openness to process learning
- Able to articulate a theology grounded in experience
- Able to demonstrate competent pastoral care
- Beginning awareness of personality theory and education theory

#### Tasks include:

- Professional reading in areas of supervisory competencies
- Participate in supervisory weekly peer group
- Observe at least one unit
- Co-lead 1-2 units
- Limited individual supervision (1-2 students) while co-leading
- Apply concepts from reading and didactics to experience
- Participate in team interviews
- Present clinical material to group
- Discuss readings in group
- Begin drafting theory papers
- With assistance plan CPE unit
- Meet Certification Committee for Candidacy

#### Concluding Competencies for Year I

- Articulate a workable foundation for clinical supervision
- Able to identify group dynamics
- Able to observe and discuss educational needs of group and individuals
- Able to describe student behavior in conceptual terms
- Ability to devise simple learning plan to facilitate learning

#### Responsibility of Training Supervisor

- Weekly one-on-one meetings to review student and group development with supervisory student
- Demonstrates leadership and program management skills
- Model supervisory interventions and interactions
- Explain rationale for actions from various theoretical perspectives
- Provide access to relevant literature and personnel

### **Year II - Supervisory Candidacy Intermediate**

#### Prerequisites:

- Successful appearance before Certification Committee for Candidate
- Fulfillment of competencies for Year I

#### Tasks

- Reading--continued professional reading; depth in resources for theory papers
- Peer groups--regular peer group
- Weekly supervision with training supervisor; use of consultants for theory papers

- Program management--plan, implement and evaluate CPE program with assistance
- Group supervision--independently supervise 1-2 groups; videotape and review
- Individual supervision--independently supervise up to four students
- Continued participation in team admission interviews
- Limited independent admission interviews and leading interviews with a member of the PAC
- Complete first draft of theory papers for peer review
- Able to use DNA model to describe most supervisory experiences.

#### Concluding Competencies for Year II

- Able to articulate a complete conceptual frame of reference for the supervision of students
- Able to articulate a rudimentary philosophy of CPE
- Able to facilitate student learning with assistance
- Able to articulate an identity as pastoral educator
- Able to identify student learning difficulties
- Able to formulate and implement a supervisory plan

#### Responsibilities of Training Supervisor

- Assist supervisory student in the development of learning plans and encourage supervisory student autonomy
- Coach supervisory student toward understanding and resolving complex individual and group learning difficulties
- Encourage supervisory student to formulate detailed learning supervisory strategy for diverse student problems
- Facilitate supervisory peer group self-responsibility for problem resolution

### **Year III - Supervisory Candidacy**

#### **Advanced**

#### Prerequisites

- Conceptual framework mostly intact
- Able to supervise uncomplicated students independently
- Uses consultation for complex student issues
- Beginning ability to relate CPE to hospital system
- Able to function at external site with assistance

#### Tasks

- Reading relating to theory
- Review student texts for appropriateness
- Continue group and individual supervision
- Supervise a minimum of two units
- Review video and audiotapes of group and individual sessions
- Participation in regular peer group
- Explore variety of tools to address different learning styles
- Participate in regional ACPE activities
- Program development and planning at the hospital level
- Budget planning for CPE program
- Complete theory papers and submit to readers
- Prepare materials for Associate

#### Concluding expectations

- Able to independently supervise complex and diverse students
- Solid, integrated theoretical base
- Able to manage all aspects of CPE program
- Ready to meet National Certification for Associate

#### Training Supervisor's Tasks

- Consultation on CPE program as needed
- Assist student to develop administrative and organizational development skills
- Consult on difficult and/or highly complex students

- Relinquish student to his/her own supervisory style

## II. B. *Bibliography*

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## **II. C. Professional resources**

Supervisory students at this training site have access to many professionals who have expertise in areas relevant to clinical supervision and CPE. A partial list of available consultants is listed below:

Education Theory

Personality Theory

Theology and Cross Cultural

(Asian)

(Cross Cultural)

(African American)

(Pastoral Theology and Roman Catholic Spirituality)

(Islam)

(Sikh)

(Hispanic)

(Jewish)

(Buddhist)

(Pastoral Theology and Spiritual Direction)

(Native American)

### **III. DNA Model (Rev. Carol McAninch-Pritz)**

The DNA model is a tool to assist supervisory students as they think conceptually about their work with students. It allows them to integrate theory and practice. As they begin to develop their theoretical base, this tool assists them to see if theory holds up in practice. This is called the DNA model because, as a drop of blood carries the entire genetic code for an individual, so a single event can explore each theoretical aspect of supervision. The model is based on questions to stimulate reflection about the various competencies that are required in supervision. The questions are suggestive, not exhaustive. When reviewing a supervisory encounter with a student, I ask one or more questions from each category.

#### *Personal history*

- What aspect of your family of origin is present in the event?
- What weakness from your history creates a block?
- What lessons did you learn in the past that can assist you in the current event?

#### *Group Theory*

- What aspect of group formation is present?
- What group norms are present in this event?
- What role is the student playing in the group in the event?
- What role is the supervisor playing in the group?
- What interventions are called for in your group theory?

#### *Personality Theory*

- What are the primary values/needs/tasks of an individual according to your theory?
- What does your theory offer as expected behavior in this kind of situation?
- What insights does your theory offer as you plan your supervisory strategy?

- Where does your theory fall short in explaining the event?

#### *Education Theory*

- In what way is education happening in the event for the student and supervisor?
- What barriers to learning, as stated in your theory, are present in the event?
- How does your theory assist you in understanding the dynamics of the event?
- Did you respond to this event in a manner congruent with your theory?

#### Theological Understanding

- How does your theology explain what happened in the event?
- What is the role of the Divine in the event?
- What pastoral function is demonstrated (or absent) in the event?
- What outcome is predicted by your theology?

#### Relevance to CPE Curriculum and Process

- What objective of CPE is addressed by this event?
- How did your curriculum facilitate the event?
- What changes in curriculum would have enhanced the outcome of the event?
- What supervisory competency are you addressing in this event?

## **6. ADVOCATE HEALTH CARE CLINICAL PASTORAL EDUCATION Rev. Michelle Oberwise-Lacock SUPERVISORY TRAINING CURRICULUM**

### **Purpose of Supervisory CPE Education**

Supervisory education at Advocate Health Care is intended for the individual who can demonstrate pastoral, professional and clinical competence and who has the desire to learn the art of CPE supervision. The aim of the program is to assist the supervisory student in the integration of his or her identity as a person, faith leader and educator with his or her theory and practice of supervision. The process includes education in theories and practice related to supervision from theology, the behavioral sciences, professional and organizational ethics, adult education, group theory and the role of context and multi-cultural dynamics in pastoral practice and education.

It is important to note that during the education of our Supervisory education students, we adhere to the objectives of ACPE (Standard 313.2), which are: **“To provide students practice in the supervision of CPE under the supervision of an ACPE supervisor.”** As a System we function as a supervisory team to provide for the education of Supervisory students. This means that we can make use of the resources of fully certified ACPE supervisors from various sites in the Advocate Health Care System.

### **Application Requirements for Supervisory CPE**

A student applying for supervisory education will need to submit the following written material:

- Face Sheet, found in appendix 2 of certification manual, page 43.
- Documentation that the student has met the requirements for admission (see paragraph below).
- Papers addressing questions found in the Certification Manual, Pg 11, and Questions: III; IV; and VI.
- All self-evaluations from previous CPE units.
- All supervisory evaluations from previous CPE units.

### **Admission to Supervisory CPE**

A student is accepted into Supervisory education at Advocate Health Care System based upon, the following:

- Documentation of the successful completion of at least four units of CPE, at least two of which must be at Level Two. Most candidates, however may have completed seven to eight units of training with at least four at Level 2 and will have demonstrated substantial completion of level 2 outcomes (ACPE Standard 401);
- Documentation of a Master of Divinity (M.Div.) or its equivalent;
- Evidence of good standing in faith group, usually demonstrated by faith group endorsement;
- Documentation of the report from APC/NACC/NAJC Board certification committee and/or its equivalent from their faith tradition organization and/or the documentation of consultation report regarding competency for Level 1 and Level 2 Outcomes;
- Documentation of ordination and/or endorsement or commission to function from the student's faith tradition in pastoral ministry within the hospital setting;
- **Previous ministry experience in which applicant demonstrated ability to function effectively as a pastor. (ACPE Standard 307.6.1)**
- Completed interview and acceptance by interview committee;
- Documentation of student membership in ACPE (ACPE Standard 401);
- Three letters of reference addressing these points: student's ability for leadership and management; pastoral care abilities; the capacity to consistently establish and maintain relationships at significant levels; openness to learning, change and growth; the capacity to endure at least moderate amounts of organizational stress; and how the referring person sees the student's strengths and weaknesses in ministry fit within the context of CPE supervisory training.
- If student is an international student a copy of the student's visa/green card, that assures their ability to remain in the program, i.e. Homeland Security documentation.
- Demonstrated capacity to consistently establish and maintain relationships at significant levels and to be open to learning, change, and growth.
- Demonstrated capacity to endure at least moderate amounts of organizational stress.

Once admitted to the program the supervisory student will begin to prepare to meet an ACPE Readiness Committee. This committee is selected in consultation with the Regional Chair of Certification and Advocate's Council of Elders. At least one member of the committee will be from the Regional ACPE Certification committee who is outside of Advocate Health Care System. The student will complete the necessary paper work found in the ACPE Certification Manual, page 10 and 11. The consultation is designed to assist the supervisory student and the training supervisor to:

- 1) Outline and focus the student's issues for learning;
- 2) Assist the student in clarifying the student's theological, educational methodological understanding of CPE;
- 3) Identify his or her motivation for entering Supervisory training;
- 4) Identify his or her strengths and weaknesses as a potential supervisor.
- 5) Discuss proposed learning contract and educational time line, which has been prepared by the supervisory student and the training supervisor.

After the completion of the Readiness consultation the design of the student's program will be a collaborative decision between the supervisory student, the training supervisor and the yearly consultation of the rest of the supervisory staff in the Advocate Health Care System.

Supervisory Education in the Advocate System receives system wide oversight by the CPE Curriculum Committee, which reports to the Advocate CPE Council of Elders. The representatives of the Advocate Curriculum Committee members are involved in the supervisory training process including the initial interviewing and admissions process; the Consultation for Readiness for supervisory training; and an annual review of the learning contracts between supervisory students and their training supervisors. Each site may add or emphasize components of the curriculum that are unique to that setting. Training supervisors for each individual supervisory student may be chosen from any of the certified ACPE supervisors within the Advocate Health Care System. (313.2)

### **Unit of Training for Supervisory Student**

The supervisory training unit for each AHC supervisory student begins when he/she is assigned to observe, co-supervise, and/or supervise a specific CPE program. This includes the interviewing of students, planning the program for CPE, the CPE unit, and the writing of the CPE students' evaluations. The supervisory training unit ends 45 days (standard 308.8.1) after the training supervisor and supervisory student designate the date for the supervisory students self-evaluation to be received by the training supervisor.

### **Objectives of Supervisory CPE**

The objectives of Supervisory CPE are designed in accordance with the **2005 Standards of ACPE**. Those objectives are to assist the supervisory student in making progress in:

- 1) **Competence as a pastoral supervisor (Standard 315):** In this competence area the supervisory student will consolidate his/or her learning from his/ or her experiences as a Level 2 CPE student and will continue to refine skill, understanding and integration in pastoral practice as a minister functioning at a mature level of pastoral development and demonstrating emotional and spiritual maturity. An area of pastoral specialization is encouraged if this was not completed in Level 2. Pastoral development also includes further refinement and integration of the following: skills for intensive and extensive pastoral care to persons in their crisis and situations; effective use of his/ or her faith tradition heritage, theological understanding and knowledge of the behavioral sciences in pastoral ministry to persons and groups; effective functioning as a pastoral member of an interdisciplinary team; an understanding of culture affects professional and personal identity, and pastoral practice; and the ability to utilize pastoral and prophetic perspectives in a variety of functions.
- 2) **Competence in theories of supervision (Standard 316):** In this competence area the supervisory student will learn about the historical development and faith traditions of ACPE and the theoretical foundations for pastoral theology, adult learning and education and human personality. The supervisory student will articulate and implement a philosophy of CPE based on and congruent with one's theology. The supervisory student will learn about multicultural theories and practice.
- 3) **Competence in the practice of CPE supervision including individual and group supervision (Standard 317):** In this competency area the supervisory student will learn about individual and group facilitation and teaching about group process; how to assist CPE students in developing learning goals; use of the Kolb Learning inventory; how to assess CPE students personal and professional development; how to develop the supervisory alliance; how to understand students through their personal history, faith tradition, psychological patterns and individual learning patterns; and how to assess when, what and why in the use supervisory strategies and interventions based upon the supervisory students theoretical understandings and multicultural needs and assessments.
- 4) **Competence in CPE program design and implementation (Standard 318):** In this competency the supervisory student will learn about program planning, implementation and management of a CPE program. The supervisory student will become familiar with the current ACPE manuals and demonstrate use of the ACPE Standards when planning the CPE program. The supervisory student will continue to learn about diverse clinical educational methods, particularly understanding how culture, ethnicity, race, etc. affects learning and pastoral practice.
- 5) **Competence in pastoral education (Standard 319):** In this competency the supervisory student will learn about education theory, behavioral sciences, professional and organizational ethics, multicultural theories and how ethnic identity and one's theology affects pastoral practice and supervisory relationships.

The art of clinical supervision requires:

1. The integrated and congruent use of professional level supervisory skills;
2. The mastery of broad theoretical frameworks of understanding;
3. The demonstration of professional and personal ethical behavior;
4. The demonstration of self-awareness and interpersonal effectiveness;
5. The integration and congruent use of multi-cultural supervisory skills.
6. The demonstration of competent pastoral care, collaborative inter-disciplinary skills and an understanding and demonstration of how to integrate those skills to enable students to develop their pastoral care competency.

In the supervisory student these characteristics are formed into a supervisory identity that functions with creativity, flexibility and imagination to assist open self-exploration and skills for ministry relationships. The process of integrating one's identity and competence involves advancing along three areas with progressive integration among them: the area of supervisory function, the area of theory and the area of personal growth.

### **Supervisory Function (Standards 315-319)**

Supervisory Function is what a pastoral educator says and does to promote learning in a clinical education setting. Competency includes:

- Ability to articulate supervisory processes;
- Assessment of CPE students' strengths, areas of growth and resistance;
- Assessment and evaluation of CPE students' progress in conceptual learning, personal growth and skill development;
- Conducting Admissions Interviews and writing admissions report;
- Establishing and defining the individual supervisory relationships;
- Assisting and facilitating CPE students' formulation of goals and progress toward achieving them;
- Ability to utilize the CPE students' personal conference for the CPE students' growth;
- Facilitating group formation and maintenance of a cohesive milieu suitable for learning pastoral care;

- Using various educational methods to facilitate learning such as reflection upon statements of ministry, verbatim reports, didactic instruction, group facilitation, theological/faith tradition heritage reflection, story theology, role-plays, reviewing written work;
- Using theological/faith tradition perspectives to facilitate learning;
- Using behavioral science perspectives to facilitate learning;
- Utilizing conflict and conflict resolution in the interest of learning, personal growth and professional integration;
- Utilizing institutional systems to promote learning;
- Using multicultural perspectives and theory to facilitate learning;
- Demonstrate the use of the clinical action reflection model for all of the students' learning;
- Assist, facilitate and supervise the CPE students' clinical ministry;
- Demonstrate and utilize collegial relationships for consultation and growth;
- To manage and develop program according to ACPE Standards;
- Ability to write final evaluations of the CPE students' work.

Key to the integrative process is the deepening of the supervisory student's capacity to learn from experience, in other words the increasingly refined capacity to apply the art of action-reflection model of education to supervision, which means as the supervisory student has an action (work with CPE student(s)); then personal reflection on the action; then reflection-in-dialogue (with supervisor/peers); and then action (engagement with CPE students). This process will assist the supervisory student in developing their supervisory identity and authority, and in the integration of theory and praxis as a faith leader.

### **Personal Growth (Standard 315)**

Conducting CPE programs requires considerable emotional and spiritual maturity, as well as personal integration. Maturity refers to the capacity to articulate one's personal experience, history, and present functioning with insight, congruence and authenticity in relationship to the experience of one's peers. Emotional maturity includes consistent functioning with self-awareness and balance in many arenas of life. Some indicators of emotional maturity are:

- Awareness of one's own affect;
- A balance of spontaneity and self-reflection;
- A balance of flexibility and solidity of identity;
- Consistent personal and professional responsibility;
- Habitual meeting of ambiguity with patience and persistence;
- Capacity for intimate relationships;
- Assertiveness without aggressiveness;
- Integration of feelings, thinking, talking, and functioning;
- Flow in moving from concrete to abstract and vice versa;
- Use of conflict and conflict resolution in the service of relating and learning;
- Awareness of one's own culture, race, ethnicity and how that impacts supervision;
- Sensitivity and awareness of what it means to function in a multicultural environment.

### **Theory of Supervision (Standard 316)**

The practice of clinical pastoral supervision requires the capacity to bring a theoretical perspective to all elements of one's training program. Use of theoretical perspectives includes the ability to implement various conceptual frameworks to bring insight to ministry relationship dynamics, including those from the supervisory students' faith perspective, behavioral sciences understanding, and learning theory model within the context of a multicultural environment. Such perspectives are gained through the combination of:

- Observing the supervision of ACPE supervisors;
- Reading pertinent literature;
- Comprehending didactic materials presented by training supervisors;
- Formulating, organizing and writing one's own theoretical convictions;
- Relating one's theory positions to those of published theorists;
- Ability to see and receive peer and supervisory feedback on oral and written presentations of one's theoretical positions and supervisory practice;
- Articulating how one's theoretical thinking applies to one's supervisory observations and practice;
- Writing summaries of one's individual and group supervision.

A training supervisor functions from the congruence of his/her own theoretical frameworks, faith tradition, personal experience and practice of supervision. Therefore, the program is designed to allow considerable freedom for supervisory students to experiment and use a variety of theorists as the basis for their own positions. There are eight

certified ACPE supervisors within the Advocate Health Care System and the supervisory student may learn from and utilize each of these supervisors as a resource in the development of their theory.

### **Core Phases Engaging the Curriculum:**

It is acknowledged that the curriculum for Supervisory CPE will take place over four to twelve units and/or two to six years varying according to the needs and time commitment of supervisory student; the ability of the supervisory student to master the theoretical and methodological material of the program; the ability to integrate that material into competent practice; and how the student moves through the certification process. The training is comprised of three phases:

#### **Phase 1**

The initial phase of the curriculum is where the supervisory student: 1) demonstrates their substantial mastery of pastoral care with level 1 and level 2 outcomes; 2) demonstrates the ability to identify professional ethical issues and a process for ethical decision making that enhances the pastoral relationship; 3) observes a certified ACPE Supervisor's work with a group of level 1 students.

It is expected the emphasis in phase 1 will be on the demonstration of pastoral care skills and ethical behavior.

- The supervisory student will present verbatims, case studies and other forms of critical reflections pertaining to their pastoral care.
- The supervisory student will demonstrate a mastery of pastoral care skills in any identified areas of specialized care.
- The supervisory student will demonstrate spiritual assessment and intervention with the reflective ability to identify any specialized aspects of pastoral care and ethical issues involved.
- The supervisory student will demonstrate an ability to insert self effectively into interdisciplinary team processes.
- The supervisory student will demonstrate an understanding of and commitment to the Code of Ethics of ACPE, as well as to the history of ACPE (313.3)

Dynamics the supervisory student may observe during the observation unit are:

- The development of the group process; (317.2)
- Their training supervisor's theory about theology, education and personality in action; (316.1)
- The training supervisor's theoretical base of supervision in action;
- The CPE students feelings, body language and behaviors;
- While observing to identify their own feelings and reactions to what they observe;
- To identify what they liked about the supervisor's strategies and interventions and what they might do differently in that situation.

Other educational opportunities:

- The supervisory student will engage these opportunities: as the supervisory student moves through developing learning goals around these observations; and other dynamics identified in the readiness interview; and according to what the supervisory student's needs are at the time.
- The supervisory student will designate and read literature from the supervisory training bibliography and integrate those materials into the weekly reflections and discussions with training supervisor
- Attend the ACPE sub-regional supervisory peer group and Advocate's peer group. (313.1)
- Carefully written and verbal reflecting on these observations is important in the supervisory student's training process and will be discussed with the training supervisor in the supervisory conferences and/or with the SIT peer group.
- Introduction to program design and management (318.2).
- The student will learn to articulate an understanding of the use of verbatims, process notes, reflections papers and other clinical material.
- His/her observations may focus on differentiation of teacher student, peer group covenants, individual learning contracts, adult methods of education (318.4).
- The student may participate in admissions interviews for CPE students and begin to develop competence in assessing and describing applicant readiness.

A key aspect of this phase for the supervisory student will be to become acquainted with Advocate Healthcare System and the hospital in which they are providing pastoral ministry. Pastoral competency is an important skill for the supervisory student when meeting for Supervisory Candidacy. It is an expectation that the supervisory student will

address the outcomes listed in Standard 315 as they present their materials. Required readings and optional resources will be identified by the training supervisor and supervisory student. Phase 1 will usually last for one or two units of training.

### **Phase 2**

*During the second phase there is a focus shift from the mastery of pastoral care skills to the development of basic supervisory competencies. This will involve the supervisory student in a partnership with their training supervisor to co-supervise a Level 1 CPE group(s). The training supervisor and supervisory student will negotiate the types of supervisory methodologies and strategies that they will apply during the observation unit. It is expected that both training supervisor and supervisory student will be present when the CPE group is in session. As a co-supervisor the student will be expected to participate in the following:*

- *Student interviews and select of group;*
- *Assist in the program design, initiation and leadership of the group.*
- *The student may select 2-3 students to individually supervise, helping them to develop a learning contract, provide the personal conferences (with the training supervisor present); read their written materials and give each student written feedback, write their final evaluations, with review, consultation and signature from the training supervisor;*
- *Co-facilitate the students with the training supervisor actively present and facilitating at all group sessions.*

*The theoretical content will include reading concerning:*

- *Group theories, stages of group life, group leadership skills, conflict in groups, problems faced by beginning group leaders, managing diversity and closure with groups.*
- *Gender issues in individual and group supervision, sexuality in the supervisory relationship;*
- *Multi-cultural and cross-cultural dynamics within supervision;*
- *In addition, the supervisory student will focus on developing the capacity to understand individual students through awareness of their own personal history, faith tradition history, social location, spiritual development, psychological patterns and individual learning styles.*
- *The supervisory student will begin to practice appropriate interventions. This section will usually take 1-3 units of training.*

During phases 1 & 2 the supervisory student will begin the development of their personal theoretical papers in theology, personality and education as per ACPE 2005 Standard 405.4. The supervisory student does this by surveying appropriate theologians and theorists in the fields, discussing them with peers and supervisors. The supervisory student will also learn to articulate the clinical method of learning as it applies to supervision. The supervisory student must develop the ability to articulate and integrate his or her theory, skills and art of supervision.

During this phase the supervisory will prepare materials to meet committee for Supervisory Candidacy. The supervisory student will be encouraged to submit his or her theology paper when he or she meets the candidacy committee.

### **Phase 3**

At this point the supervisory student has become certified as a supervisory candidate. Phase 3 then is the beginning and development of independent functioning. The supervisory student will be developing proficiency in all the supervisory competencies. The supervisory student will engage these opportunities:

- Plan and implement a unit of CPE,
- Select students and plan a curriculum, which includes the basic components of the Advocate Student Handbook;
- Interdisciplinary participation and didactic presentations;
- Supervision of their CPE students' clinical ministry;
- Write CPE students' final evaluations, with review and signature from their training supervisor.
- During the first unit of supervision as a supervisory candidate, the training supervisor will be present and observe all group and individual sessions;
- The supervisory student will write weekly reflections of their supervisory process, identifying particularly aspects of the supervisory student's theory;
- As the supervisory student moves through this phase the focus and emphasis is on the ability to identify the "why" of their supervisory behaviors.

- Upon completion of their first unit of supervision as candidate the supervisory student and training supervisor, will negotiate, according to the learning needs of the supervisory student what portions of the next unit's group process the training supervisor will observe. This plan will then become part of the learning contract and will be reviewed during the consultation process with the curriculum committee.
- The supervisory student will videotape (and/or audio tape) group and individual sessions during their training process.
- The Supervisory student upon achieving Candidate status then becomes a member of the Council of Elders and will be expected to attend the monthly meeting.

As the supervisory student develops their competency and self-evaluative skills the training supervisor will function more in a consultative fashion. At this point the supervisory student has become more effective in being self-evaluative in his or her supervisory work. The supervisory student will continue to have opportunities to present his or her work to peers and supervisors at the monthly peer group sessions. The supervisory student will work to complete their theory papers and submit them. Once they are completed they will then move to meet committee for Associate Supervisory status. The third phase may take 2-5 units of training.

### ***Supervisory Evaluation***

It is understood that the end of the training unit is when the supervisory student has completed his/her supervisory evaluations for the CPE students. At the end of each unit of Supervisory CPE, both the Supervisory student and the training supervisor will write final evaluations assessing competency around ACPE Supervisory Outcomes, interpersonal and intrapersonal dynamics, pastoral care competence and the supervisory students learning goals. Both evaluations will be completed within forty-five (45) days of the end of the unit of training.

### **Supervisory Training Peer Group**

The supervisory student is expected to attend the sub-regional supervisory peer group, which currently meets the second Friday of every month. The first hour usually consists of a theoretical didactic session presented on a rotating basis by the training supervisors. The next three-four hours is devoted to supervisory students presenting materials around their learning issues. The peer group may divide into two or three groups in order to allow time and space for all presentations. During the last hour supervisory students may meet for IPR and the training supervisors for consultation.

### **Supervision of CPE Chaplain**

Practice of supervised ministry/work with CPE students—the supervisory student supervises the ministry of his/her CPE students through joint visits with the CPE students, analysis and evaluation of the CPE students' verbatim reports in individual supervision and in the group process. The supervisory student will give written feedback to the CPE students regarding the material (verbatim, weekly reflections) they submit. The supervisory student supervises the IPR sessions, story theology sessions, didactic sessions and any other sessions they develop for their CPE students. The supervisory student writes the final evaluations of his/her CPE students. The training supervisor reads and comments on them before they are presented to the CPE students. The training supervisor's signature and supervisory student's signature, along with the date are to be placed at the end of each final evaluation along with space for the CPE student comments.

### **Individual Supervision**

Each supervisory student receives a minimum of one hour of individual supervision every week. The supervisory student may bring to individual supervision items such as: their verbatims, written work on theory papers, videotapes for discussion, etc. The supervisory student will also submit a weekly report, which describes his/her:

- 1) Significant events or incidents;
- 2) Feelings about the situation;
- 3) Significant personal growth and learning issues;
- 4) Evaluation of progress;
- 5) Agenda for supervisory conference.

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**Fairview CPE Center**  
**2450 Riverside Ave. So**  
**Minneapolis, MN 55454**  
**Rev. Sheryl Lyndes Stowman**

**Supervisory CPE CURRICULUM:**

This training program is designed to be completed in three years. Upon successful completion it would take a student from entry to Associate certification. At the Associate level an SIT can supervise independently, without the need for supervision. They do however need to continue in their own educational/consultation process. Within two years of practice the Associate Supervisor must meet another certification committee to review their work and progress for the final certification level.

We have developed this curriculum in consultation with other successful Supervisory programs across the country. This is a template. The rate of each student's advancement will expand or contract based on the work of the SIT. Once a student has been admitted into Supervisory training at Fairview, their on-going involvement and continuation in the program will be assessed at the completion of each unit.

### **Exploring A New Identity** **Year 1**

#### **Unit 1:**

- Explore basic theological and psychological themes that inform ministry and personal development through the use of reflective tools and autobiography.
- Introduction to the history and milieu of ACPE, through the study of the tradition of clinical supervision and the reading of ACPE manuals.
- Prepare materials to meet a Readiness consultation.
- Observe different styles of CPE supervision and complete reflections on those observations.
- Begin APC certification process, if it has not already been completed.
- Prepare and conduct a didactic session on theological reflection for an ongoing CPE group.

#### **Unit 2:**

- Explore and develop ways to use theological reflection within various CPE curriculum tools and in pastoral practice.
- Reading and reflection related to pastoral supervisory theory—What is CPE Supervision?
- Begin co-supervision with a hands-on unit and attend admissions interviews for potential students.
- By the end of unit prepare materials to meet a Candidacy committee. As part of this process complete a draft of a Theological Position Paper.
- Meet a mock committee to practice skills in being present and sharing work in the CPE committee process.
- Begin attending sub-regional and regional ACPE events or continuing education as appropriate.

### **Learning the Art of Supervision** **Year 2**

#### **Unit 3:**

- Read extensively in the area of educational theory related to experiential and collaborative adult learning models.
- Begin to articulate an understanding educational issues such as: of teaching vs. learning, motivation for learning, characteristics of an adult learner, use of a learning contract, cross cultural issues, different learning styles, action-reflection learning, community of truth, and education vs. therapy.
- Develop an outline of primary theorists and beginning building blocks of an educational theory paper.
- SIT identifies her/his own learning style and evaluates strengths and weaknesses as learner.
- Continue in co-supervision, increasingly taking the lead in group supervision. Conduct individual supervision for two students.
- Reflect on theory in practice through reflection exercises within SIT's supervision and training group.
- Draft curriculum for Level 1 CPE unit of training. SIT will present didactic to students on why and how to set goals in CPE or on learning styles.

#### **Unit 4:**

- Become familiar with a range of psychological theories with a view towards selecting one or two theorists for understanding the CPE student and supervision.
- Articulate a psychological understanding of relational dynamics of student-supervisor relationship. SIT becomes aware of personal dynamics affecting relationships with students.
- Through involvement in admissions interviews and direct supervision identify each students potential or actual issues growing out of their personal history, psychological dynamics, learning style and goals.
- Develop an outline of primary theorists and beginning building blocks of a personality theory paper.
- Continue in co-supervision, move toward solo supervision or take a reflective unit.
- Reflect on theory and practice in supervision and within the training group.

- Meet with a mock committee to practice articulation of emerging theory and practice.

**Gaining Competence As CPE Supervisor**  
**Year 3**

**Unit 5:**

- Read various theories of group process, attending to issues such as stages of group life, how to manage diversity, “group-as-a-whole” dynamics, use of confrontation and clarification in group process.
- Articulate a group theory component to be included in the Education/Personality Theory papers.
- Prepare a didactic on group process and development.
- Refine and submit the Education and Personality (and Theology if this was not accepted at Candidacy level) theory papers for review by a Certification Review team.
- Continue in solo supervision or in a reflective unit.
- Further refine the understanding of the role of supervisor and the understanding of “use of self” in the CPE tradition. Particular attention will be paid to: modeling, the purpose of self-disclosure, administrative responsibilities, boundaries, counter transference, confrontation, support, identification, impasse, and ethical issues.
- Review the code of professional ethics in the ACPE standards.

**Unit 6:**

- Become familiar with the area of management and program organization, including the clinical rhombus. Review program elements of a complete unit of CPE to make certain they fit together and are congruent with your theories.
- Review ACPE standards and manuals to complete any reading that has not been accomplished.
- Take responsibility for reviewing or building competence in the following programmatic areas: scheduling interviews, correspondence, handbook development, designing orientation schedule, relationships with clinical coordinators, relationships with administrative or site personnel affected by the program, student evaluations, the supervisory team meeting and the CPE Professional Consultation Committee (PCC).
- Prepare materials for meeting an Associate Committee by the end of the unit. Meet with a mock committee in preparation for this committee.

**St. Luke’s Episcopal Hospital  
Center for Clinical Pastoral Education  
Houston, TX  
Rev. Lerrill White**

**THE SUPERVISORY RESIDENCY**

**Philosophy**

The Supervisory Residency, at St. Luke’s Episcopal Hospital, is designed to assist men and women who aspire to become clinical pastoral educators (CPE Supervisors) to move successfully towards that goal. The requirements for this program include: having completed at least four units of CPE, having a four-year college degree, having a three year Master of Divinity degree from an accredited seminary or school of theology (or equivalent), being a member of ACPE, being ordained or commissioned by the appropriate religious authority, being endorsed by one’s faith group, and having pastoral experience. Our preference is that applicants for Supervisory training already be Board Certified as Chaplains by one of the six primary cognate groups that adhere to the Common Standards of our profession. It is also preferable that they have had several years of experience as professional Chaplains. Acceptance into Supervisory training begins in the interview process when the Training Supervisors offer the applicant a Supervisory Residency position. This is soon followed by a Supervisory Readiness Consultation. Not only do the requirements noted above need to be met, but this consultation also requires a learning contract that outlines how the student would proceed in training, worked out collaboratively with his/her supervisor.

After having tested his/her readiness and inclination to do supervisory training, and having demonstrated his/her capacity to achieve the milestones in the learning contract, the student officially enters the Supervisory process. This is

followed by sufficient time to demonstrate his/her pastoral competence to a Regional Certification Committee as a Supervisory Candidate. The Candidacy Committee is a voting committee that provides a “yes or no” decision about a person’s potential to successfully complete the Supervisory training process. The committee’s criteria for determining the trainee’s actual potential are the Level I & II competencies in the CPE Standards (which parallel the 29 competencies in the APC Certification process). The committee also takes into account the student’s commitment to the supervisory training process, his/her motivation, and his/her working alliance with the Training Supervisor.

During the Candidacy period, which is a significant undertaking in terms of time and energy, the student is tasked with mastering a wide range of skills and knowledge. This entails extensive reading, reflection, and writing. It also requires a great deal of observation and participation in the supervisory enterprise in order to have hands on experience from which to work. Out of this comes the writing of three theory papers that must be passed by a set of national readers. These papers are a Theological Position paper, a Personality Theory paper, and an Educational Theory paper. These papers must be consistent with the practice and the person of the Candidate. When these papers have passed the readers, then the Candidate is positioned to meet with a sub-committee of the National Certification Commission to become an Associate Supervisor. This is a voting committee that provides a “yes or no” decision about a person’s ability to plan and implement a program of CPE and to effectively assist students in meeting the objectives and expected outcomes of Level I/Level II CPE. The Supervisory Resident should demonstrate the ability to articulate his/her theoretical perspectives and competencies in practicing the art of supervision. The Supervisory trainee must be fully present with the Committee, must demonstrate his/her use of authority with the Committee members, must be emotionally available, self and other aware, and able to engage in creative dialogue. Functioning as a knowledgeable, well-integrated and spiritually centered person is the aim of the process leading up to affirmation as an Associate Supervisor.

## **Curriculum**

The Supervisory training curriculum grows out of years of experimentation by training supervisors to determine what is essential for the trainee to know and what s/he needs to be able to do in order to be successful as a Supervisor. The essential themes of the Supervisory training curriculum are shaped by theoretical competence, programmatic competence, individual supervision competence, group supervision competence, and competence as a pastoral educator.

### 1) CLINICAL RESPONSIBILITIES

The trainee is provided with ongoing opportunities to continue developing clinical pastoral skills. It is important for him/her to be able to model care to patients, families, and staff in their own assigned areas for their students. This keeps the role of teacher/learner in creative tension and provides important learning grist for the process. Because the parallel process is a significant part of learning, it is helpful to be intentional in structuring such learning experiences.

### 2) THEORETICAL COMPETENCIES

The Supervisory Resident is offered multiple resources to undertake the assimilation, discussion, and implementation of various theoretical bases related to the required position papers. Additionally, basic information related to the supervisory enterprise (i.e., history and Standards of CPE), and practical exposure to the clinical pastoral education process are essential elements necessary for the mastery and integration of theory into practice.

### 3) ROUTINE & THEMATIC SEMINARS

As noted above under **Curriculum**, the Supervisory training curriculum consists of five competency areas – theoretical competence, programmatic competence, individual supervision competence, group supervision competence, and competence as a pastoral educator. In order to address these areas, extensive reading and case material presentation will be required. Didactics will be provided (by the Training Supervisors at St. Luke’s and by joint group seminars in the TMC) in a developmental sequence designed to enhance the learning and movement of the trainee. The Supervisory Resident is expected to take significant initiative in his/her learning process, helping to define areas of need for additional curriculum offerings and to seek out additional resources for his/her learning. The trainee will also participate in a regular manner with a peer group of Supervisory Residents within the TMC complex. This group will consist of three or more supervisory residents and their training supervisors at the nearest possible location. We presently attend the weekly peer group in the Texas Medical Center (TMC) in Houston. In the past, we have periodically met with the Supervisory Resident’s peer group in San Antonio, and have also participated regularly in the Regional Supervisory Resident’s Day held quarterly. This is a critical component of the curriculum and essential to the Supervisory Resident’s success. Individual supervision also becomes a significant component in the Supervisory Resident’s curriculum. Much more preparation is required and much more time is set aside to assist in the writing of papers, the writing up of student interactions, and the processing of the Supervisory Resident’s own responses to the supervisory tasks.

## **Faculty**

Faculty for the Supervisory Resident's program consists primarily of the Training Supervisors at St. Luke's, visiting scholars that we bring to our campus or that are shared by the area or Regional Supervisory Resident's groups, and the other Training Supervisors who are a part of those groups. In addition, the Supervisory Residents are encouraged to seek out individuals who might be useful to them as consultants at various times during their process.

## **CURRICULUM MODULES & CONTENT**

(Supervisory Education, Supervisory CPE Competencies)

Because a unit of CPE training requires 400 hours of clinically supervised training by an ACPE certified Supervisor of which at least 100 hours are seminars, individual supervision or group experiences, two units of Supervisory Training credit is given to the Supervisory Resident each year. The first unit covers the fall, winter and spring and is intended to move the trainee beyond Level II and into his/her Candidacy phase. The second unit coincides with the Summer unit and is intended to be consistent with the objectives of Candidacy.

### **YEAR ONE**

#### **FALL (September – November)**

(Getting on Board)

1. "Institutional Orientation" (acclimation to hospital, department & program)
2. "Supervisory Resident's Orientation" (ACPE information, surveys of theories and models for supervision)
3. "Meeting Readiness Consultation Committee" for entrance into supervisory training (preparation of materials and consultation with supervisor and peers)
4. "Observation of the CPE Process" (present for all student group activities during unit with responsibility for written reflections)
5. "Supervisory Tools & Methods" (introduction to curriculum design & individual differences)
6. "Conversations Concerning Supervisory Identity" (introduction to issues surrounding personal and pastoral identity related to supervision of students)
7. "Supervisory Resident's Peer Group" (learning to use peers and supervisory resources for personal & professional development)

#### **WINTER (December – February)**

(Development of Theories, Phase I)

1. "Giving Voice to Personal Theology" (reading and writing from practice to theory)
2. "Observation of the CPE Process" (present for all student group activities, some co-leadership activities, written reflections)
3. "Supervisory Tools & Methods" (introduction to assessment & evaluation, understanding and using the clinical context)
4. "Conversations About Program Management" (introduction to the behind the scenes of a CPE program)
5. "Supervisory Resident's Peer Groups" (learning to use peers and supervisory resources for personal & professional development)

#### **SPRING (March – May)**

(Development of Theories, Phase II)

1. "Discerning a Philosophy of Education" (reading and writing from practice to theory)
2. "Participation in CPE Process" (co-lead group activities, assist in planning and presenting didactics, written reflections)
3. "Supervisory Tools & Methods" (introduction to learning styles & readiness, student selection, & negotiating and using learning contracts)
4. "Conversations about Program Design" (sorting through student needs, planned curriculum, and ACPE Standards)
5. "Supervisory Resident's Peer Groups" (using peers and supervisory resources for personal & professional development)
6. "Meeting Committee for Candidacy" in order to formally enter the Supervisory process

#### **SUMMER (June – August)**

(Development of Theories, Phase III)

1. "Creating a Theory of Group Dynamics" (reading and writing from practice to theory)
2. "Participation in CPE Process" (co-lead group activities, assist in developing curriculum, presenting didactics, observe individual supervisions, written reflections)
3. "Supervisory Tools & Methods" (supervision of worship leadership, use of verbatims & weekly reflections, group as a whole observations & reflections)

4. “Conversations about Assessment & Evaluation” (wrestling with student selection, group mix, learning goals & educational outcomes)
5. “Supervisory Resident’s Peer Groups” (using peers and supervisory resources for personal & professional development)

## **YEAR TWO**

### **FALL (September – November)**

(Stepping Out on Faith)

1. “Developing a Theory of Personality” (reading and writing from practice to theory)
2. “Participation in CPE Process” (assist in student selection, development of curriculum, co-leadership of group activities, individual supervision, didactic presentations, evaluations, written reflections)
3. “Supervisory Tools & Methods” (use of interdisciplinary resources, use of reading lists, use of community resources, use of theological reflection)
4. “Conversations about Supervisory Competence” (movement towards a comprehensive vision of supervision in theory & practice)
5. “Supervisory Resident’s Peer Groups” (using peers and supervisory resources for personal and professional development)

### **WINTER (December – February)**

(Integration of Supervisory Theories)

1. “Weaving Theory Papers into a Congruent Whole” (revising and editing papers for readers)
2. “Participation in CPE Process” (student selection, curriculum development, group leadership, supervision, didactics, evaluations, written reflections)
3. “Supervisory Tools & Methods” (use of clinical material, relational skills, training for diversity, gender issues, group leadership skills)
4. “Conversations about Pastoral Educator Competencies” (understanding power, ethics, therapeutic issues, & consultation)
5. “Supervisory Resident’s Peer Groups” (using peers and supervisory resources for personal and professional development)

### **SPRING (March – May)**

(Presenting Oneself as a Professional)

1. “Writing up Student Presentations & Solo Unit” (consistency between theory & practice)
2. “Participation in CPE Process” (student selection, curriculum development, group leadership, supervision, didactics, evaluations, written reflections)
3. “Supervisory Tools & Methods” (understanding group tasks, group covenants, supervisor-student dynamics, alternate approaches)
4. “Conversations about Professional Peership” (peer review, presenting self & work, use of consultation)
5. “Supervisory Resident’s Peer Groups” (using peers and supervisory resources for personal and professional development)

### **SUMMER (June – August)**

(Transitioning to Independent Practice)

1. “Addressing Professional Development Strategies” (shoring up those areas of greatest strength and weakness, networking to opportunities, getting things in order)
2. “Participation in CPE Process” (student selection, curriculum development, group leadership, supervision, didactics, evaluations, written reflections)
3. “Supervisory Tools & Methods” (use of self, use of supplementary theories, capturing what works, closure dynamics)
4. “Conversations about Professional Administration” (departmental organization, budgets, policies & procedures, professional consultation committee, working with administrators)
5. “Supervisory Resident’s Peer Groups” (using peers and supervisory resources for personal and professional development)

**Suggested Readings for Supervisory Residents:**

(The following books and articles, plus many others, are provided.)

- Agazarian, Yvonne. **System Centered Approach to Inpatient group Psychotherapy.**
- Augsburger, David. **Pastoral Counseling Across Cultures.**
- Belenky, Mary Field, et. al., **Women's Ways of Knowing: The Development of Self, Voice, and Mind.**
- Bion, Wilfred. **Experiences in Groups.**
- Borysenko, Joan. **A Woman's Book of Life.**
- Bruner, Jerome. **Acts of Meaning.**
- \_\_\_\_\_. **On Knowing: Essays for the Left Hand.**
- Capps, Donald. **Life Cycle Theory and Pastoral Care.**
- Carkhuff, Robert. **Helping & Human Relations.**
- Clebsch, William A., and Jackle, Charles R. **Pastoral Care in Historical Perspective.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
- Clinebell, Howard. **Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth.** Nashville, TN: Abingdon Press, 1966.
- Cobb, John B. and David R. Griffin. **Process Theology: An Introductory Exposition.**
- Cone, James. **Black Theology and Black Power.**
- \_\_\_\_\_. **Black Theology of Liberation.**
- Corey, Gerald. **The Theory & Practice of Group Counseling.**
- Corey, Marianne Schneider and Gerald Corey. **Group Process and Practice.**
- Daloz, Laurent. **Mentor: Guiding the Journey of Adult Learners.**
- Deck, Allan Figueroa, et al. **Perspectivas: Hispanic Ministry.**
- Doehring, Carrie. **Taking Care.**
- Eckstein, Rudolf, and Wallerstein, Robert. **The Teaching and Learning of Pyschotherapy**
- Egan, Gerard. **The Skilled Helper.**
- Erikson, Erik. **Childhood and Society.**
- \_\_\_\_\_. **Identity and the Lifecycle.**
- Faber, Heije and Ebel van der Schoot. **The Art of Pastoral Conversation.**
- Fiorenza, Elizabeth Schlusser. **In Memory of Her: A Feminist Ecological Reconstruction of Christian Origins.**
- Fortune, Marie and James Poling. **Sexual Abuse by Clergy.**
- Fowler, James. **Stages of Faith: The Psychology of Human Development and the Quest for Meaning.**
- Freire, Paulo. **Pedagogy of the Oppressed.**
- Friday, Nancy. **My Mother, Myself.**
- Friedman, Rabbi Edwin. **Generation to Generation: Family Process in Church and Synagogue.**
- Furniss, George. **The Social Context of Pastoral Care.**
- Gerkin, Charles V. **The Living Human Document: Re-Visioning Pastoral Counseling in a Hermeneutical Mode.**
- Gilligan, Carol. **In a Different Voice: Psychological Theory and Women's Development.**
- Glaz, Maxine, and Moessner, Jeanne Stevenson, eds. **Women in Travail and Transition: A New Pastoral Care.**
- Goleman, Daniel. **Emotional Intelligence.**
- Graham, Larry Kent. **Care of Persons, Care of Worlds.**
- Gutierrez, Gustavo. **A Theology of Liberation.**
- Hall, Calvin S., and Lindzey, Gardner. **Theories of Personality.**
- Hall, Charles E. **Head and Heart: The Story of the Clinical Pastoral Education Movement.**
- Hemenway, Joan. **Inside the Circle.**
- Heywood, Carter. **Our Passion for Justice: Images of Power, Sexuality and Liberation.**
- \_\_\_\_\_. **The Redemption of God: A Theology of Mutual Relation.**
- Hillman, James. **The Soul's Code.**
- \_\_\_\_\_. **Kinds of Power.**
- Hiltner, Seward. **Theological Dynamics.**
- Holifield, E. Brooks. **A History of Pastoral Care in America.**
- Holst, Lawrence E., ed. **Hospital Ministry: The Role of the Chaplain Today.** New York. Crossroad Publishing, 1985.
- Jordan, Judith V., et al. **Women's Growth in Connection: Writings from the Stone Center.**
- Kegan, Robert. **The Evolving Self.**
- \_\_\_\_\_. **The Road to Transformation.**
- \_\_\_\_\_. **In Over Our Heads.**
- Knowles, Malcolm S. **The Adult Learner: A Neglected Species.**
- Kohut, Heinz. **In Search for the Self: Selected Writings of Heinz Kohut.**
- Lacoursiere, Roy. **The Life Cycle of Groups.**
- Lebacqz, Karen and Ronald Barton. **Sex in the Parish.**
- Lefrancois, Guy. **Psychological Theories & Human learning.**
- \_\_\_\_\_. **Psychology for Teaching.**

Loder, James. **The Transforming Moment: Understanding Convictional Experiences.**  
 McGoldrick, Monica and Randy Gerson. **Genograms in Family Assessment.**  
 McKay, Matthew, et al. **Messages: The Communication Skills Book.**  
 McFague, Sallie. **Models of God.**  
 Mitchell, Kenneth and Herbert Anderson. **All Our Losses, All Our Grievs.**  
 Moore, Mary Elizabeth Mullino. **Teaching From the Heart.**  
 Morton, Nelle. **The Journey is Home.**  
 Mueller, William J., and Kell, Bill L. **Coping with Conflict.**  
 Nash, Paul. **Authority & Freedom in Education.**  
 Nelson, James & Sandra Longfellow. **Sexuality and the Sacred.**  
 Nichols, Michael. **The Lost Art of Listening.**  
 Nouwen, Henri. **The Wounded Healer: Ministry in a Contemporary Society.**  
 Oduyoye, Mercy Amba. **Hearing & Knowing: Theological Reflections on Christianity in Africa.**  
 Oglesby, William B. **Biblical Themes for Pastoral Care.** Nashville, TN: Abingdon Press, 1980.  
 Osherson, Samuel. **Finding Our Fathers.**  
 Page, Bill and Carol Pierce. **A Male/Female Continuum: Paths to Collegueship.**  
 Palmer, Parker. **To Know As We Are Known: Education as a Spiritual Journey.**  
 \_\_\_\_\_ . **The Courage To Teach.**  
 Patton, John H. **From Ministry to Theology: Pastoral Action and Reflection.**  
 Pittman, Frank. **Man Enough.**  
 Pruyser, Paul. **The Minister as Diagnostician.**  
 Ruether, Rosemary. **A Woman's Guide: Readings Towards a Feminist Theology.**  
 Russel, Letty M. **Household of Freedom.**  
 Sanders, Cheryl, Editor. **Living the Intersection: Womanism & Afrocentrism in Theology.**  
 Schon, Donald A. **Educating the Reflective Practitioner.**  
 Seligman, Martin. **Optimism and Hope.**  
 Singer, June. **Boundaries of the Soul: The Practice of Jung's Psychology.**  
 Smith, Church. **The End of the World As We Know It.**  
 Smith, Kenwyn, David Berg. **Paradoxes of Group Life**  
 Song, Cheng-Seng. **Theology from the Womb of Asia.**  
 Steere, David A. **The Supervision of Pastoral Care.**  
 Stroup, George. **The Power of Narrative Theology.**  
 Stuart, Elizabeth. **Gay & Lesbian Theologies.**  
 Soelle, Dorothee. **Suffering.**  
 Suchocki, Marjorie Hewitt. **God-Christ-Church: A Practical Guide to Process Theology.**  
 Tillich, Paul. **Systematic Theology.**  
 Tillich, Paul. **The Courage to Be.**  
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 Winnicott, D. W. **Home is Where We Start From.**  
 Wise, Carroll A. **The Meaning of Pastoral Care.**  
 Yalom, Irvin D. **The Theory and Practice of Group Psychotherapy.**

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**GRID OUTLINE: SUPERVISORY EDUCATION©**  
 Department of Chaplaincy & Pastoral Education  
 Wake Forest University Baptist Medical Center - 2007

I	II	III	IV
<p><b>Supervisory Resident:</b> The Supervisory Resident (SR) will articulate his/her unique pastoral identity, competence, and theology as well as grapple with his/her own story, gifts, limits and the impact these have on his/her way of being pastor. The SR will observe individual and group supervisory activities. During this segment the SR will meet with Regional Certification Committee to assess readiness and to seek status as Supervisory Candidate.</p>	<p><b>Supervisory Candidate, Part One:</b> The Supervisory Candidate (SC) will begin the actual work of supervision. He/she will provide individual supervision for students in either a parish or hospital based unit and will co-facilitate group seminars with a faculty supervisor. The SC will develop further his/her own theoretical frameworks for supervision in the areas of pastoral theology and personality theory. Initial drafts of these two theory papers will be written during this time.</p>	<p><b>Supervisory Candidate, Part Two:</b> The SC will be responsible for developing the curriculum for an educational unit and will act as unit convener, scheduling all seminars negotiating all planning. The SC will develop further his/her own theoretical frameworks about teaching, learning, and the art of supervision. An initial draft of the education theory paper<sup>2</sup> will be written during this time. The SC will also supervise a congregation or hospital-based student group.<sup>3</sup></p>	<p><b>Supervisory Candidate, Part Three:</b> The SC will submit final drafts of his/her theological, personality, and educational papers to the National Certification Commission. While doing supervision, the SC will pursue the work of integrating his/her supervisory theory and practice.</p>
I-A Skills Development <sup>4</sup>	II-A Skills Development <sup>5</sup>	III-A Skills Development <sup>6</sup>	IV-A Skills Development
I-B Theoretical Mastery	II-B Theoretical Mastery	III-B Theoretical Mastery	IV-B Theoretical Mastery
I-C Student Self Understanding <sup>7</sup>	II-C Student Self-Understanding <sup>8</sup>	III-C Student Self Understanding <sup>9</sup>	IV-C Student Self Understanding <sup>10</sup>
I-D Learning Formats/Program Setting	II-D Learning Formats/Program Setting	III-D Learning Formats/Program Setting	IV-D Learning Formats Program Settings
I-E Select Bibliography	II-E Select Bibliography	III-E Select Bibliography	IV-E Select Bibliography
<p><b>Three-Year Timeline</b></p> <p>Note that administratively our commitment in supervisory education is a mutual one and the contract between the supervisory resident and the center is renewed annually.</p>			
<p>September – Year 1                  ↓                  April – Year 1                  8 months</p>	<p>May – Year 1                  ↓                  December – Year 2                  8 months</p>	<p>January – Year 2                  ↓                  August – Year 2                  8-12 months</p>	<p>September – Year 3                  ↓                  August – Year 3                  8-12 months</p>

There is much variance in this period.

See notes on reverse side.