

Common Standards for Pastoral Educators/Supervisors

This document is one of four foundational documents affirmed by the constituent boards of the Council on Collaboration on November 7, 2004 in Portland, Maine. Collectively, these documents establish a unified voice for the six organizations that have affirmed them and describe what it means to these organizations to be a professional pastoral care provider, pastoral counselor or educator. The four documents are:

- Common Standards for Professional Chaplaincy
- Common Standards for Pastoral Educators/Supervisors
- Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students
- Principles for Processing Ethical Complaints

The membership of the participating groups represents over 10,000 members who currently serve as chaplains, pastoral counselors, and clinical pastoral educators in specialized settings as varied as healthcare, counseling centers, prisons or the military. The complete documents and information about each of the collaborating groups can be found on the following websites:

- Association of Professional Chaplains (APC)
www.professionalchaplains.org
- American Association of Pastoral Counselors (AAPC)
www.aapc.org
- Association for Clinical Pastoral Education (ACPE)
www.acpe.edu
- National Association of Catholic Chaplains (NACC)
www.nacc.org
- National Association of Jewish Chaplains (NAJC)
www.najc.org
- Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP)
www.cappe.org

For more information on the foundations of professional pastoral care see "*Professional Chaplaincy: Its Role and Importance in Healthcare*" available at <http://www.professionalchaplains.org/professional-chaplain-services/resources/reading-room/role.htm>

Standard : Academic preparation for Clinical Pastoral Educators/Supervisors includes both: (1) An Undergraduate degree from a college, university, or theological school accredited by a member of the Council for Higher Education Accreditation (www.chea.org); (2) A Graduate-level theological degree from a college, university or theological school accredited by a member of the Council for Higher Education Accreditation.

Standard: Equivalencies for the undergraduate and/or graduate level theological degree will be granted by the individual professional organizations according to their own established guidelines.

Standard: Clinical Pastoral Educators/Supervisors have achieved certification as pastoral educators/supervisors by The Association for Clinical Pastoral Education

(ACPE), the Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP), or the National Association of Catholic Chaplains (NACC).

Standard: Clinical Pastoral Educators/Supervisors are certified as Chaplains, Pastoral Counselors, or Supervisory Candidates who have demonstrated pastoral competence according to the standards of the Association of Professional Chaplains (APC), the American Association of Pastoral Counselors (AAPC), the National Association of Jewish Chaplains (NAJC), the Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP), the Association for Clinical Pastoral Education or the National Association of Catholic Chaplains (NACC) . Pastoral competence includes demonstrated:

- Personal integrity and pastoral identity
- Emotional and spiritual maturity
- Ability to form meaningful pastoral relationships

Standard: Clinical Pastoral Educators/Supervisors maintain certification and active participation in their primary professional organization.

Standard: Clinical Pastoral Educators/Supervisors endorse and abide by the Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students developed by the pastoral care cognate groups, and agree to self-report any breaches of this code of ethics to their primary professional organization.

Standard: Clinical Pastoral Educators/Supervisors value and demonstrate interdisciplinary collegiality.

Standard: Clinical Pastoral Educators maintain current and ongoing professional affiliation in good standing with a recognized faith group, to include:

- Ordination, or commission to function in a ministry of pastoral care and education
- Endorsement, formal approval for specialized ministry, or letter of association, granted according to the standard practice and policy of the individual's faith group.

Standards of Practice:

Theoretical Mastery as demonstrated by ability to:

- Describe, with depth, diverse concepts from theology, educational theory, and the behavioral and social sciences, and to apply these concepts with sophistication in the practice of supervision
- Articulate and apply one's theory of clinical pastoral supervision; which includes mutually congruent components from theology, the behavioral and social sciences, and educational theory

Integration of person and practice as demonstrated by:

- Mature self-awareness, placing particular emphasis on power, authority, family history and cultural context as these dynamics influence the practice of supervision and ministry
- Confident professional identity
- Relational clarity and authenticity in the ministry/supervisory encounter

Competence in Individual Supervision as demonstrated by ability to:

- Understand and evaluate student ministry through an awareness of the student's personal story, religious history, and relational patterns
- Define and evaluate the student's pastoral and personal resources including strengths and limitations
- Assist the student in developing a plan for learning and to evaluate the results of the learning process
- Supervise the student's pastoral work with attention to patterns of personal and professional development
- Guide students in developing a pastoral identity that is congruent with their personhood, faith journey and vocation
- Utilize diverse educational frameworks to assist students in the acquisition of pastoral skills and competencies, particularly those identified by the pastoral care cognate groups as core competencies.

Competence in Group Supervision as demonstrated by:

- Knowledge and understanding of the principles of group theory, learning, and development sufficient to facilitate the development of group interpersonal interactions.
- Ability to use a wide range of clinical education methods that will lead peer groups to use their responses to all the program elements as a learning experiences.

Standard: Clinical Pastoral Educators/Supervisors demonstrate knowledge and understanding of the principles of institutional management and program administration, with emphasis-on developing accredited clinical pastoral education programs. They employ the effective use of a wide variety of program resources, and the standards that guide professional practice.

Standard: Clinical Pastoral Educators/Supervisors engage in ongoing personal and professional growth, peer review, and continuing education.

Standard: Clinical Pastoral Educators/Supervisors contribute to the development of the profession of pastoral care and education through methods congruent with their professional positions.

Standard: Clinical Pastoral Educators/Supervisors contribute to the institutional, local, regional, national and global community in ways that are congruent with their

professional positions. These avenues may include but are not limited to education and volunteerism.
