CLINICAL PASTORAL EDUCATION INTERNATIONAL

CPEI HANDBOOK

Caring for the World Through Pastoral Education

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2023-2024

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Contents

CPEI Overview

The CPEI handbook is provided to assist students and supervisory staff in understanding the requirements for completing the Certificate in Clinical Pastoral Education or the Certificate in Supervisory Education. Additionally, students will discover information regarding specialized courses and certification requirements. Please take the time to familiarize yourself with the contents of this handbook, as it will be your guide throughout your learning process.

History of CPE and CPEI

History

Early 20th Century: Theological Education during the early 1900s focused primarily on classroom learning with little emphasis on experiential learning. With the influence of Rev. Anton T. Boisen and others, things changed, and a new way of learning and ministry formed. The Presbyterian/Congregational minister, Rev. Boisen, emphasized listening, observing, and reading "living human documents." As a former mental patient, he was convinced that some mental illnesses were related to religious experiences. Thus, he concluded that persons experiencing mental health problems related to religious concerns versus medical problems could be successfully treated. As a result, Rev. Boisen was hired by Dr. William A. Bryan, Superintendent of the Worcester State Hospital as the hospital's chaplain. Shortly after that, theological students under the direction of Rev. Boisen began serving as attendants during the day. They attended staff meetings and, during the evenings, participated in seminars with Rev. Boisen and professional staff members.

1925: Dr. Richard Cabot, M.D., also known as the father of social work, began supervising seminarians in a hospital setting using an internship/case model study. Although Rev. Boisen and Dr. Cabot agreed on the basic concept of clinical training for theological students, they differed in other areas. Dr. Cabot proposed a sophisticated professional training model in which students learned to carefully record their observations in history, diagnosis, treatment plan, and goal formulation. However, Rev. Boisen was interested in exploring the relationship between mental disorders and religion within this context.

1930: Dr. Cabot, Henry Wise Hobson, Episcopal Bishop, Samuel Eliot of the Arlington Street Unitarian Church of Boston, William A. Healy of the Judge Baker Foundation, and Ashely Day Leavitt of the Harvard Congregational Church met to form the Council for Clinical Training.

1932: Dr. Helen Flanders Dunbar moved the Council for Clinical Training to New York, and a split developed involving Dr. Cabot and Guiles in New England on the one hand and Rev. Boisen and Dunbar in New York on the other. The division grew larger before a significant break occurred.

1944: Dr. Cabot and Guiles from Boston separated from the New York group and formed the Institute for Pastoral Care. Over the next several years, established other groups, the Lutheran Advisory Council and the Southern Baptist Association of Clinical Pastoral Education focused on the importance of pastoral theology. At a Boston conference, representatives of

the Lutheran Advisory Council, the Institute for Pastoral Care, the Council for Clinical Training, and the Association of Seminary Professors in the Practical Field sowed the first seeds for the formation of the Committee of Twelve, which developed a process that eventually emerged into a new organization.

1967: The Association for Clinical Pastoral Education (ACPE) was formed, and although ACPE has remained the most prominent organization offering CPE, a multitude of groups have formed since its formation, which includes the College of Pastoral Supervision and Psychotherapy (CPSP), Center for Spiritual Care and Pastoral Formation (CSCPF), Spiritual Care Association(SCA).

2018: Clinical Pastoral Education International (CPEI), Inc., a 501(c)3 organization, was formed with three primary goals in mind: (1) to ensure that students of all faiths were welcome; (2) to ensure our students received quality and life-transforming clinical pastoral education, and (3) to ensure the educational programs were achievable.

2020: To ensure CPEI fulfilled its initial goals, the Executive Committee (E.C.) approved the process to affiliate with the International Accreditors for Continuing Education and Training (IACET). Approval was received in December 2020, and although this was a significant milestone, the leadership felt that additional oversight and accreditation would benefit graduates and began identifying an accrediting agency recognized by the U.S. Department of Education. As a result, CPEI is now in the process of applying with an accrediting body with the U.S. Department of Education.

Foundational Standards

CPEI's Vision
To provide an unparalleled experience as the most trusted partner for clinical pastoral education.

CPEI's Mission
To provide quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent pastoral clinicians and supervisory educators.

Institutional Outcomes
- Provide educational programs that enable self-motivated, independent learners to acquire core competencies.
- Prepare students to function as competent pastoral clinicians and supervisors-educators in the marketplace and qualify for certification.
- Assess student learning and institutional effectiveness to improve student and educator performance.
- Provide professional development opportunities to enhance life-long learning.
- Conduct fiscally responsible planning that balances the institution's commitment to academic excellence.

Core Values
Integrity*:* CPEI recognizes that it must demonstrate integrity in its practices and relationships.

Respect: CPEI recognizes the importance of treating all certified members and students with respect, dignity, and kindness, regardless of race, religion, culture, or socioeconomic background. As a theological community, we encourage our supervisors-educators, certified members, and students to speak and act in ways that honor the dignity and value of every individual.

Service: CPEI is honored and privileged to give of ourselves, creating one-on-one connections and relationships and responding to the most profound human needs of everyone we serve. It is our commitment to train, act, and respond theologically.

Sustainability: We value an institutional culture committed to our organization's financial, academic, and professional aspects.

Office Information
Office Address: 165 Wells Road, Unit #103, Orange Park, Florida 32074
904-776-7714
https://www.cpe-international.org
Office Hours: Monday-Thursday, 9 a.m.- 4 p.m. EST.

Administrative Points of Contact
Executive Director: Dr. Dallas E. Speight, <executivedirector@cpei.us>
Administrative Assistant: Elizabeth Jedziniak, <adminasst@cpei.us>
Technology Student Support: Ray Huff, <techsupport@cpei.us>
Qualified Volunteer Bookkeeper: Virginia Kirkland, <ginny@christianchaplains.org>

Student Services
Technology Support
Students and supervisors-educators can access support from Ray Huff, Technology Support <techsupport@cpei.us> and Elizabeth Jedziniak, Administrative Assistant adminasst@cpei.us>.

Online Videoconferencing
CPEI uses Zoom as its primary web-based video conferencing platform. Students are provided the following course requirements and will receive an email from the supervisor-educator before the beginning of the course to ensure that everything is working correctly.

Course Requirements
Students must have a computer with a web camera, speakers/microphone, and a high-speed internet connection. In most situations, Zoom is used, allowing access via video and audio, and screen sharing. Students are required to be visible on the screen. Also, a confidential setting is one in which the CPE learning is not interrupted by individuals walking in and out of the room; sounds are not interrupting the sessions, and others cannot overhear ambient noise.

Computer Requirements
- Minimum of 250GB of HDD or 128 GB SSD
- Minimum 4GB DDR4 RAM
- At least an Intel Core i3 Processor (Generation 10th onwards) or AMD's ryzen series.
- Working internet connection
- Working internet browser
- At least 720p (H.D.) webcam for streaming purposes
- Computer microphone/ external microphone
- Preferred O.S.: Windows 10 or MAC OS 10.10

Library Access
Students have access to the Library and Information Resources Network (LIRN) resources and Open Access Digital Theological Library, a nonprofit library service providing educational resources to students and Supervisors-Educators to enhance their learning experiences.

- Clinical Pastoral Education International Login (lirn.net)
- Open Access Digital Theological Library | a digital library for theology, religious studies, and related disciplines (https: oadtl.org)

Writing and Research Resources

- Purdue Writing Lab a general resource center addressing basic research and academic writing
  - https://owl.purdue.edu/owl/general_writing/grammar/index.html
- Tyndale University - the link provides valuable tips and rules for good writing
  - https://www.tyndale.ca/seminary/biblical-studies/home/produce/
- Library and Research Skills - this resource provides information on to conduct research
  - https://guides.dtwd.wa.gov.au/nmtafe-assignments/researchskills
- Grammarly- is a resource for accessing grammar and writing assistance.
  - https://www.grammarly.com/
- Citation Generator- free citation checker
  - https://www.citethisforme.com

Professional Liability Insurance

- CPEI provides Professional Liability Insurance to students and supervisors that are actively enrolled and abiding by CPEI standards at no additional costs.
- Provides students and supervisor-educators with professional liability insurance coverage up to $5,000,000 annual aggregate/ $1,000,000 per occurrence.

Background Check Requirements

- Students within the United States must provide evidence of a current background check unless the internship site covers them.
  - Proof of a completed background check is required.
- Students outside the United States are not required to provide a background check but are encouraged to do so.
- An affordable option is Clear Checks- https://app.clearchecks.com/order-report

Alumni Services

Students who completed studies with CPEI are honored alumni and encouraged to continue supporting the institution through referrals, donations, and feedback. To update contact information, individuals may do so through their Populi account or contact the Administrative Assistant at adminasst@cpei.us for assistance.

Career Services

CPEI supplies students and alumni with job opportunities as they become known.

Applications are due at least one month prior to the start date.

2023 Schedule	Start Date	End Date	Closed Enrollment
Spring 2023	01/09/2023	04/23/2023	01/23/2023
Summer 2023	05/08/2023	08/20/2023	05/22/2023

Intensive Terms (Courses) 2023-2024 - 12 Weeks			
Fall	09/04/2023	11/26/2023	09/18/2023
Winter	12/04/2023	02/25/2024	12/18/2023
Spring	03/04/2024	05/26/2024	03/18/2024
Summer	06/03/2024	08/25/2024	06/17/2024
Standard Terms (Courses) 2023-2024 - 15 Weeks			
Fall	09/04/2023	12/17/2023	09/18/2023
Spring	01/08/2024	04/21/2024	01/22/2024
Summer	05/06/2024	08/18/2024	05/20/2024
Extended Terms (Courses) 2023-2024 - 24 Weeks			
Fall	09/04/2023	12/18/2024	09/18/2023
Spring	03/04/2024	08/18/2024	03/18/2024
Winter	12/04/2023	05/19/2024	12/18/2023
Summer	06/03/2024	08/18/2024	06/17/2024

CPEI Policies and Processes

For a complete and more detailed list of CPEI's policies and processes, see the appendices.

Academic Progress Policy-118

Students are expected to move progressively through the courses leading to a Certificate in Clinical Pastoral Education or a Certificate in Supervisory Education. After over a year, individuals who depart the program must resubmit an application with updated information.

Academics-Grading Scale-Process 215

Students are graded on the following scale.

Letter Grade	Points	Category	Evaluation
A+	100-96	Exemplary	Exceeded Learning Outcomes
A	95-91	Exemplary	Nearly Exceeded Learning Outcomes
B+	90-86	Competent	Met Learning Outcomes
B	85-81	Competent	Nearly Met Learning Outcomes
B-	80-76	Developing	Making Progress Toward Learning Outcomes
C+	75-71	Developing	Making Some Progress Toward Learning Outcomes
C	70-0	Minimal	Minimally Addressed Learning Outcomes

Assessments and Evaluations-Process 215

Supervisors-Educators use a variety of instruments to assess and assist students in reaching their goals.

- *Final Evaluation:* Students will receive a final evaluation from their CPE supervisor-educator within 30 days of the end of a course.
- *Student Internship Assessment:* The internship coordinator's assessment complements the Supervisor-Educator's evaluation and will assist in providing a more comprehensive review of the internship site.
- *End-of-Course Assessments:* An online end-of-course assessment is required of each student.

Awarding Certificates-Process 219

Students are awarded a formal certificate for completing the certificate program in which they are enrolled.

Anti-Discrimination and Harassment-Policy 110

CPEI will not discriminate based on race, color, creed, religion, ancestry, national or ethnic origin, political affiliation, sex/gender, sexual orientation, age, or disability and will provide an environment free from harassment. CPEI will not tolerate harassment of any nature, including but not limited to sexual harassment, unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

Complaints, Grievances, and General Appeals-Policy 104

Complaints, grievances, and general appeals are encouraged to be handled at the lowest level. However, if the incident cannot be resolved, students have 30 days of an incident to

file a report with CPEI's Ethics Committee. The report must describe the complaint with any relevant information and efforts taken to resolve the issue.

Confidentiality-Policy 116

Supervisory-Educators (Faculty) and CPEI Administration must hold confidential student records, including student applications, evaluations, and reference letters. Student records will not be released without the student's consent.

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records, both financial and academic. Certain student records cannot be released without the student's explicit consent for the student's protection. However, some directory (membership) information can be released without the student's consent, such as name, address, email address, phone number, dates of enrollment, student's current enrollment status, and CPEI courses completed.

HIPAA Compliance: CPEI is committed to compliance with the regulations and conditions set forth in the Health Insurance Portability and Availability Act of 1996 (HIPAA). CPEI Staff, Supervisors-Educators, and students agree to keep all PHI (Protected Health Information) that is entrusted to us privately and securely. Information that is unintentionally shared will be reported to the proper authorities immediately.

Internship-Policy 107

Clinical Pastoral Education (CPE) programs require an internship of 300 hours per course, which is 75% distance education. The purpose of the training is to foster and improve pastoral care and counseling skills as well as to enhance personal and pastoral awareness and identity. Successful completion of this program is designed to result in an improved understanding of the complex needs of human beings in spiritual crisis and improved skills and competency in responding to persons in need.

Internships can occur in many sites, including one's current ministry setting, hospitals, hospices, law enforcement, correctional facilities, nursing homes, and fire and rescue departments.

Transfer of Credit/Equivalencies-Policy 101

Students may apply for credit to be awarded for one course (25%) of CPE or Supervisory CPE if prior educational and experiential learning experiences meet or exceed CPEI's objectives and learning outcomes. CPEI determines whether transfer credit will be received and awarded.

Student Rights and Responsibilities-Policy 106

Students have the right to be respected, receive quality clinical and educational experiences, participate in an environment conducive to learning, be free from any form of harassment, file a grievance or appeal, and receive due process.

CPEI expects students to participate in and take responsibility for their learning; maintain confidentiality related to peer and supervisory group sessions and patient/client encounters

and records; maintain active in their internship site; abide by the CPEI Code of Professional Ethics; be punctual and present for all sessions and maintain copies of personal evaluations, and records.

Students Discipline, Dismissal, Extension, of Leave of Absence-Policy 105

Students may be disciplined, dismissed, or provided a leave of absence for various reasons, such as failing to successfully progress through the course, paying tuition fees, etc.

Students must submit in writing to their supervisor-educator a request for an extension to complete the course internship requirements in specific cases such as military deployment, death in the immediate family, or hospitalization.

Student Integrity, Academic Dishonesty, and Academic Appeals-Policy 117

Students are expected to conduct themselves with professional, personal, and ethical integrity in every aspect of CPE training. If students feel that their academic work needs adequate attention, an appeal process has been established.

Transcripts and Student Records-Policy 101

Students may submit official transcripts from another Clinical Pastoral Education organization or educational institution indicating the completion of previous CPE courses or units or an Education Experience Approval Process. CPEI Administrative staff will receive the request and submit a letter to the appropriate CPE Supervisor-Educator and student on whether the request has been approved or disapproved. A maximum of 25% of the program (CPE or Supervisory CPE) is allowed for transfer or equivalency. A copy of the transcript and approval letter will be maintained in the student's file.

All students' records will be maintained indefinitely with the exception of the following items, which will be maintained for seven (7) years: CPE Application, student enrollment agreements, memorandums of agreements regarding students' rights and responsibilities, signed consent forms, students and supervisors' final evaluations, and if applicable, disciplinary actions, letters of not awarding credit, letter of cancellation or withdrawal.

Tuition and Refund-Policy 101

Student's Responsibility: Students must submit in writing or email a request to withdraw or cancel enrollment to the CPEI Supervisor-Educator.

- A student withdrawing within five days of enrollment or before the course begins will receive a full refund of the monies paid minus the enrollment fee.
- Students must submit a request to withdraw to the CPEI Supervisor-Educator in writing or by email.
- Students canceling or withdrawing after the course begins are subject to refunds based on the guidance below.
- Students may keep any textbooks, notebooks, handouts, or other material given to them during their time enrolled for personal use and are not expected to return or pay for them.

Supervisor-Educator Responsibility: The Supervisor-Educator will immediately email the CPEI Registrar (Adminasst@cpei.us) upon learning of the student's desire to withdraw. Information to be included in the email must contain the name of the Affiliate, the Student's Name and ID#, the Term Enrolled, and the course name (CPE 100, 200, etc.).

Registrar Responsibility: the registrar will cancel or withdraw the student immediately upon receiving the request and submit any refund the student is due within 30 days of request.

Refunds: Based on the tuition paid minus the enrollment and administrative fee. The administrative fee is included in the tuition. Refunds are then calculated in the guide below.

Intensive Courses (10-14 Weeks)

Percentage of Tuition Refund Minus Enrollment and Administrative Fees	
After *Week 1*	80%
After Week 2	60%
After Week 3	40%
After Week 4	20%
After Week 5	0%

Refund Example: A student who withdraws from the CPE program after Week 3 but before the end of Week 4 will receive the following refund reimbursement minus the enrollment and administrative fee. Total Tuition and Fees paid $1199 and $75 enrollment fee. The administrative fee is calculated into the tuition amount. Refund to student: (40%) of tuition paid $480.00, minus the enrollment and administrative fees ($380.00).

Extended Courses (15-24 Weeks)

Percentage of Tuition Refund Minus the Enrollment and Administrative Fee.	
After *Week 1*	80%
After Week 2	70%
After Week 3	60%
After Week 4	50%
After Week 5	40%
After Week 6	30%
After Week 7	20%
After Week 8	10%
After Week 9	0%

Refund Example: A student who withdraws from the CPE program after Week 5 but before the end of Week 6 will receive the following refund reimbursement minus the enrollment and administrative fee. Total Tuition and Fees paid- $1199 and $75 enrollment fee. The administrative fee is calculated into the tuition amount. Refund to student: (40%) of tuition paid $480.00, minus the enrollment and administrative fees ($380.00).

Financial-Policy 102
CPEI does not participate in Federal Financial Aid Programs (Title IV Pell Grants, Perkins Loans) due to the extensive administrative requirements. However, some financial aid may be available upon request by contacting your CPEI Affiliate Organization.

Verification of Students-Policy 116

Students will be required to submit a copy of their driver's license or a government issues photo identification.

After enrollment, students are issued an ID number, and the student ID # will be used on all documents related to the students, i.e., evaluation, request for release of information, etc.

Supervisor-Educators and Internship Site Coordinators confirm enrollment by during the first course with CPEI by two methods: (1) Confirm CPEI Student ID number and (2) Confirm it is the same student via the submitted driver's license or a government-issued photo identification.

CPE Curriculum

CPEI has specific items related to the curriculum and learning requirements identified below.

Reflective and Relational Learning Environment

CPE provides a reflective and relational learning environment that fosters personal and pastoral development. Such an environment involves mutual trust, respect, openness, challenge, and confrontation in a respectful and caring manner. Students are expected to be self-directed and explore one's theological framework as it applies and is integrated into one's abilities to practice compassionate pastoral care.

Students are expected to develop a learning contract appropriate to their learning needs and congruent with CPEI's Objectives and Learning Outcomes. The learning goals are to be uno their specific learning issues and measurable. In some cases, these may be modified at mid-course as one gains new insight.

Model and Method of Adult-Learning

CPEI's CPE program is established on the Action-Reflection model of learning. The action-reflection model of education allows practical theology to be integrated into individuals' lives to provide meaningful and transformative pastoral care. Although several models exist to describe this action, the work of Kolb identified four key elements in relationship to the process. (1) Be able to involve themselves fully, openly, and without bias in new experiences (CE). (2) Be able to reflect on and observe their experiences from many perspectives (RO). (3) Be able to create concepts that integrate their observations into logically sound theories (AC), and they must be able. (4) Be able to make decisions and solve problems (AE). (p. 1065)

Although several methodologies can be used, the verbatim is one of the most practical means of focusing on this process. This method includes:

- Describing the ministry that occurred.
- Analyzing one's actions within the context of one's ministry setting, including the unique cultural, ethical, and relational dynamics.
- Relating one's actions and ministry to one's faith practices (theology) and the social and behavioral issues present.
- Describe what learning has occurred and what challenges may have surfaced. What personal, professional, and pastoral insights have emerged?
- Planning for further actions considering what has been learned. Decide what has been learned and r how the group works.
- Repeating the process.

Syllabus

As syllabus is provided to students in each Populi course.

Supervision and Collaborative Learning

CPE utilizes a process of supervision and collaborative learning in which the CPE student meets regularly with one's peers and supervisor-educator to maximize one's growth and development. In addition to the peer group experience, students also complete one-on-one with the supervisor-educator to explore relationship learning and the ability to identify one's learning needs for further discussion.

Core Components of the CPEI Learning Environment

Internship and Hours

Each student must secure an internship setting where a minimum of 300 hours (75% Distance Education) occurs. Hours will come from pastoral responsibilities in a ministry setting, e.g., healthcare, and parish-based settings, law enforcement, fire, military, or other related locations. An Internship Manual is provided in this handbook for further guidance.

Individual Learning Contracts or Covenants

The learning contract or covenant is a time-honored process in which students are expected to develop a learning contract for each course. The learning contract expresses one's learning goals, which must be written, using the prescribed form, and presented to the CPE supervisor-educator during the first weeks of each course. In writing your learning goals, it may be helpful for you to think of "What do I hope to learn? What are my personal and professional learning needs and goals? How will my learning be measured and evaluated?"

Didactics and Teaching Modules

CPEI uses several formats to ensure students can learn from formal presentations such as didactics, self-awareness activities, videos, book reports, etc. Potential didactics topics include:

- Pastoral Care Practices and Skills
- Ministerial Ethics
- Boundaries
- Confidentiality
- Self-care
- Interfaith connections
- Crisis Ministry
- Diversity Issues and Pastoral Care
- Congregational Dynamics
- Non-Anxious Presence
- Adult Learning – Action/Reflection Model
- Effective Communication Skills – Listening
- Grief and Loss
- Spiritual Assessments
- Crisis Intervention and Theory
- The Nature and Relationship of Interdisciplinary Teams
- Family Systems Process and Principles

Self-Awareness Activities
- Genogram- to explore individual and family dynamics.
- Family Integration Paper focuses on growth around a family of origin themes identified in genogram and the call to ministry, highlighting pastoral identity and formation issues.
- Personality Types- DISC, MBTI

Verbatim or Case Presentations
Verbatims is a long-standing learning methodology in CPEI in which students are to describe their ministry encounters in a structured way for use during individual and group supervision. The written verbatim captures the conversation and ministry events during a pastoral visit. Specific formats for such encounters are provided to students below. Additionally, case studies will be used as a means of further assisting students in presenting work with their clients or parishioners.

Reflections
Two forms of reflections are used for CPEI CPE, the verbatim and the weekly reflection.

- Verbatim/Case Study Reflection: After a verbatim case presentation, the student will write a personal reflection on the feedback provided by peers and Supervisor-Educator and present it at the next formal group session.
- Weekly Reflection: The weekly reflection is a 1-2 page maximum that focuses briefly on the previous week's experiences and is used to evaluate its significance for one's learning process. Students are to share feelings and concerns that impact one as a person and as a pastoral care provider. The paper should be personal and candid. Areas that may be reviewed include relationships, teaching-learning process, self-awareness, theology/spiritual/religious issues and themes, and readings.

Devotional Presentations
Students are expected to present a brief devotional of no more than 5-minutes. This is an opportunity for students to connect the devotional presentation to a ministry and life experience. A variety of sources might be used for these opportunity-scripture, music, poetry, etc.

Book or Journal Article Review or Reports
A specific book or journal article may be assigned to students to read and review. A list of resources is provided in the Appendix.

Assessments
CPEI CPE uses a variety of assessments for student learning and feedback. These include the items listed below, as well as mid-course and final evaluations. While evaluations can mark the time in a course, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what students have learned. In addition, an internship coordinator will be asked to submit an assessment.
- Learning Management System (LMS) modules- students are expected to complete the LMS modules, which correspond to each course's learning outcomes. Upon successful completion, the student will receive a certificate which should be presented to their supervisor-educator.

- Internship assessment- students are expected to identify an internship coordinator in a strictly online course. The Internship Coordinator is to be provided a copy of the assessment which includes supervisor-educator feedback on how the student has used the internship site and met the required hours.
- Post-Course Assessment- students are expected to complete a post-course assessment, which enables the Education Committee to review and make recommendations for improving the course curriculum.

Evaluations

A mid-course and final evaluation are required of all students.

- Mid-Course evaluation- is a written document following an approved format in which the student articulates how one has met or is meeting the learning goals established for the course. It is a time of self-reflection and the opportunity to receive feedback from one's peer group and supervisor-educator.
- Final evaluation- is a written document following an approved format in which the student articulates how one has met the learning goals. The final evaluation must be submitted before the end of the course if the student expects to receive credit. A copy of the final evaluation will remain part of the student's record.

Certificate Programs

CPEI offers two certificate programs for students, a certificate in clinical pastoral education and a certificate in supervisory education and specialized courses in mental health, addictions, hospice and palliative care, and trauma.

Certificate in Clinical Pastoral Education

The certificate in Clinical Pastoral Education comprises four courses (CPE 100-400). Clinical Pastoral Education (CPE) is about change, transition, and transformation and involves group and individual supervision as part of an action-reflection-action learning process. Each course requires completing 400 hours (100 hours) of structured and unstructured learning and (300 hours) of an internship. Students will receive a certificate after the four courses.

Certificate in CPE Supervisory Education

The certificate in CPE Supervisory Education assists students interested in becoming CPE Supervisors-Educators. The process involves gaining the knowledge and skills needed to make a lasting difference in the lives of others through the advancement of one's supervisory practice. In the supervisory education program, students learn to develop critical thinking, supervisory, and leadership skills. Each course consists of 400 hours of observation and practice of supervision and the development of one's supervisory theory.

CPE Specialization Courses

The CPE specialization courses are optional and address one's interest in the development of additional skills in specific ministry areas. The internship for these courses is to be established in an area that engages the focus of the specialization. For example, one that seeks to complete the mental health specialization should identify a behavioral or mental health setting for the internship hours.

Internship Requirements

Clinical Pastoral Education (CPE) programs require an internship of 300 hours per course, which is 75% distance education. The purpose of the training is to foster and improve one's pastoral care and counseling skills as well as to enhance personal and pastoral awareness and identity. With the completion of an internship, students are better prepared to understand the complex needs of human beings and demonstrate improved skills and competency in responding to persons in need.

Internships can occur in many sites, including one's current ministry setting, healthcare, corrections, nursing homes, and fire and rescue departments. However, students ought to consider whether they are interested in pursuing a career in chaplaincy and their area of interest and seek internship sites that will assist in this endeavor.

Certificate in Clinical Pastoral Education - 1600 Hours

The Certificate in Clinical Pastoral Education requires the completion of four courses (CPE 100-400) or 1600 hours of distance education. CPE courses include participation in small groups and individual supervision, completion of learning modules, and an internship.

CPE 100-400 Program Learning Outcomes	
PLO 1	Demonstrate the ability to use self as the primary resource in pastoral care.
PLO 2	Construct a theology of pastoral care that embraces the ability to provide pastoral care to individuals from a broad range of theological, cultural, and ethnic backgrounds.
PLO 3	Demonstrate personal and professional skills in ethical, interdisciplinary, and consultative relationships.
PLO 4	Integrate current and relevant insights from the field of behavioral science into one's practice.

Course	Description	Hours
CPE 100	The introductory course is designed to assist students in becoming dynamically aware of self as they provide pastoral care to individuals. Additionally, students become knowledgeable of spiritual assessments, cultural and ethical dynamics, and the use of supervision.	400
CPE 200	This course expands the student's knowledge and use of self, one's pastoral authority, how to integrate spiritual assessments and develop appropriate pastoral and spiritual interventions and further engage in awareness of cultural and ethical dynamics, and how to use one's peer group and supervisor for growth.	400
CPE 300	This course enables the student to critically analyze self as a pastoral provider, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and demonstrate the ability to make use an ethical decision-making process, and initiate consultative relationships with one's peers and supervisor.	400
CPE 400	This course is a capstone in which students critically analyze self as pastoral providers, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and initiate consultative relationships with one's peers and supervisor, and articulate a pastoral motif/model that guides one's pastoral care.	400
Total Program Hours		1600

CPE 100-400 Learning Objectives
- To develop the ability to use self as the primary resource in pastoral care.
- To develop insights from pastoral care and the behavioral sciences for providing care to others.
- To develop the ability to provide pastoral care to a diverse population of individuals and groups.
- To utilize individual and group supervision for personal and professional growth and the capacity to evaluate one's pastoral ministry.
- To develop the capacity to conduct a spiritual assessment and appropriate pastoral interventions.
- To explore one's theological heritage and its impact on pastoral ministry.
- To develop the capacity to use one's personal and pastoral leadership and authority.
- To function appropriately within the bounds of ethical principles in the practice of one's ministry and as an advocate for persons in need.
- To access one's peer group and CPE Supervisor-Educator for consultation and support.

CPE 100: Introducing CPE and Pastoral Care

The introductory course is designed to assist students in becoming dynamically aware of self as they provide pastoral care to individuals. Additionally, students become knowledgeable of spiritual assessments, cultural and ethical dynamics, and the use of supervision.

CPE 100 Learning Outcomes
CPE 101: To identify concepts in oneself that influence one's pastoral care.
CPE 102: To describe elements of an initial pastoral visit.
CPE 103: To recognize specific cultural, gender, and spiritual needs.
CPE 104: To describe personal and professional challenges and growth points in the group and individual supervision.
CPE 105: To identify a variety of spiritual assessment options.
CPE 106: To define the difference between embedded and deliberative theology.
CPE 107: To define personal and pastoral authority and its impact on one's ministry.
CPE 108: To identify critical ethical/medical issues in pastoral care and the role of pastoral advocate
CPE 109: To access one's peer group for consultation and support.
CPE 110: To access one's CPE Supervisor for consultation and support.

CPE 100: LMS Modules
CPE 101: Use of Self and Pastoral Care
Introduces concepts that influence one's pastoral care to the learner.

CPE 102: Critical Elements for Initial Pastoral Care Visits
Introduces the learner to critical elements that undergird a successful initial pastoral visit.

CPE 103: Pastoral Care for a Diverse Population
Helps to develop an increased awareness and understanding of our cultural values, biases, assumptions about culture, race, ethnicity, sexual orientation, and various forms of faith

traditions and spirituality and how these may impact our interactions with culturally different patients or clients, to recognize spiritual needs of diverse populations.

CPE 104: Using Group for Personal and Professional Development
Helps introduce students to group dynamics and stages of development.

CPE 105: Overview of Spiritual Assessments
Familiarizes the learner with various spiritual assessments available to students and differentiates between spiritual screening instruments and spiritual assessments.

CPE 106: Delineating Embedded and Deliberate Theology
Assists in defining and delineating the topics of embedded and deliberative theology in chaplaincy.

CPE 108: Overview of Ethics in Pastoral Care
Familiarizes the learner with fundamental concepts of medical ethics and the spiritual care provider's essential role in helping patients and families make informed decisions about their healthcare.

CPE 200: Interpreting and Describing Self and Pastoral Care

This course expands the student's knowledge and use of self, one's pastoral authority, how to integrate spiritual assessments and develop appropriate pastoral and spiritual interventions and further engage in awareness of cultural and ethical dynamics, and how to use one's peer group and supervisor for growth.

CPE 200 Learning Outcomes

CPE 201: To interpret how one's concepts of self-affect one's pastoral care.
CPE 202: To explain how behavioral social sciences contribute to pastoral care.
CPE 203: To discuss culture, gender, and spiritual needs among diverse populations.
CPE 204: To test innovative individual and group supervision approaches for personal and pastoral insight and development.
CPE 205: To describe a spiritual assessment preference and illustrate its use with at least one appropriate pastoral intervention.
CPE 206: To discuss how one's theology affects pastoral care.
CPE 207: To discuss one's limitations and strengths in using personal and pastoral authority.
CPE 208: To discuss the elements of an ethical dilemma and an ethical decision-making process.
CPE 209: To access one's peer group for consultation and support.
CPE 210: To access one's CPE Supervisor-Educator for consultation and support

CPE 200: LMS Modules

CPE 201: Self-Identity and Pastoral Care
Assists in an awareness of self and the positive impact on one's pastoral identity and care.

CPE 202.1: Surveying Grief and Grieving in Chaplaincy
Helps develop increased awareness and understanding of grief by identifying grief during the pastoral care visit.

CPE 202.2: Pastoral Care to Hospice Patients
Provides insight into pastoral care through hospice chaplaincy.

CPE 202.4: Pastoral Care to Children
Familiarizes students with fundamental concepts of providing pastoral care for children and adolescents in a clinical setting.

CPE 203: Pastoral Care for a Diverse Community
Provides a process for students to improve their ability to provide inclusive, nonjudgmental care when planning, engaging, and reflecting on patient interactions. In addition, it describes verbal and nonverbal communication techniques to facilitate inclusive care.

CPE 204: Utilizing Peer Groups for Growth and the Ability to Confront and Challenge
Identifies the healing cycle for transformation in a small group process and introduces the concept and skill of therapeutic confrontation.

CPE 205: Applying a Spiritual Assessment and Pastoral Care
Assists in identifying spiritual assessment models as a tool for diagnosing unmet spiritual needs and aids the student in determining interventions and a treatment plan development.

CPE 207: Personal Strengths & Weaknesses & Pastoral Authority
Assists students in identifying one's strengths and weaknesses through the lens of personal vulnerability to increase pastoral effectiveness.

CPE 208: Chaplains and Ethical Decision-Making
Familiarizes students with the ethical decision-making process within the clinical environment while working with an interdisciplinary team.

CPE 300: Evaluating Self and Pastoral Care

This course enables the student to critically analyze self as a pastoral provider, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and demonstrate the ability to make use an ethical decision-making process, and initiate consultative relationships with one's peers and supervisor.

CPE 300 Learning Outcomes

CPE 301: To analyze self in the context of pastoral care.

CPE 302: To manage pastoral care visits using behavioral/social science insights.

CPE 303: To formulate spiritual assessments and pastoral interventions with diverse populations.

CPE 304: To demonstrate increased confidence in using individual and group supervision for giving and receiving feedback.

CPE 305: To articulate one's spiritual assessment and pastoral intervention(s) with multiple patients/clients.

CPE 306: To discern the embedded and deliberate theology of self and the person(s) provided pastoral care.

CPE 307: To appropriately exercise personal and pastoral authority.

CPE 308: To formulate an ethical/medical case while applying an appropriate ethical decision-making model.

CPE 309: To increasingly demonstrate confidence in accessing one's peer group for consultation and support.

CPE 310: To increasingly demonstrate confidence in accessing one's CPE Supervisor for consultation and support.

CPE 300: LMS Modules

CPE 301: Understanding Transference and Countertransference and Pastoral Care
Description: This module familiarizes students with the concepts of transference and countertransference as sources of knowledge in developing pastoral relationships and getting to know why we react the way we do.

CPE 301: Understanding Transference and Countertransference and Pastoral Care
Familiarizes students with transference and countertransference as sources of knowledge in developing pastoral relationships and getting to know why we react the way we do.

CPE 302.1: Gaining Perspective on Personality Disorders and Pastoral Care
Introduces students to various personality disorders, diagnostic criteria, and treatment options*.*

CPE 302.2: Trauma-Informed Approach for Pastoral Care Professionals
Increases awareness of the impact of trauma, trauma-related stress reactions, and everyday mental health and substance use disorders associated with trauma. Additionally, there is an emphasis on gaining knowledge of the trauma-informed approach and pastoral care.

CPE 302.3: Pastoral Care and Anxiety
Assists in increasing awareness and understanding of our feelings, mainly anxiety, and how these may impact our pastoral interactions with different patients or clients to recognize the spiritual needs of those emotionally affected.

CPE 304: Effectively Utilizing Supervision and Consultation
Informs the learner that supervision and consultation may be practiced effectively.

CPE 305: Spiritual Assessments, Interventions, and Charting
Provides an opportunity to review pastoral care assessments, necessary interventions, and the appropriate charting of patient interventions in various settings.

CPE 308: Ethics Case Studies for Chaplains
Familiarizes students with how to utilize clinical case studies in the context of medical ethics.

CPE 400: Articulating and Assessing Self and Pastoral Care

This course is a capstone in which students critically analyze self as pastoral providers, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations and initiate consultative relationships with one's peers and supervisor, and articulate a pastoral motif/model that guides one's pastoral care.

CPE 400 Learning Outcomes

CPE 401: To adequately assess self by describing how one's beliefs, strengths, limitations, values, and assumptions affect one's pastoral ministry.

CPE 402: To articulate insights from the behavioral and social sciences as a tool in pastoral care.

CPE 403: To assess and adequately address a diverse population's pastoral and spiritual needs.

CPE 404: To assess one's ability to effectively use individuals and groups in various personal and professional settings for clarification, consultation, and contribution.

CPE 405: To adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients.

CPE 406: To appropriately assess one's embedded/deliberate theology and how it impacts pastoral care.

CPE 407: To appropriately assess and demonstrate the use of personal and pastoral authority in pastoral care.

CPE 408: To appropriately assess one's role as a pastoral advocate as applied to a medical/ethical issue and an appropriate ethical decision-making process.

CPE 409: To access one's peer group for consultation and support with personal and professional confidence.

CPE 410: To access one's CPE Supervisor for consultation and support with personal and professional confidence.

CPE 400: LMS Modules

CPE 401: Effective Use of Self and Pastoral Care
Provides students the opportunity to adequately assess themselves by describing how their beliefs, strengths, limitations, values, assumptions, and personal and pastoral history affect their pastoral ministry.

CPE 402: Intervening with Insights from the Behavioral/Social Sciences in Pastoral Care
Allows students to articulate insights from the behavioral/social sciences as a tool in pastoral care and the ability to apply those to a diverse population.

CPE 404: Self-Care and Effective Use of Consultation and Supervision
Allows students to describe their plan for practicing healthy self-care and consultation or supervision for personal and professional growth and development.

CPE 405: Utilizing One's Theology and Pastoral Care
Allows students to discuss and assess one's embedded/deliberate theology and how it impacts pastoral care.

Specialization Courses (CPE 500)

The CPE specialization courses are optional and designed to address one's interest and develop additional skills and awareness in specific ministry areas. The internship for these courses ought to in an area that engages the focus of the specialization. For example, one that seeks to complete the mental health specialization should identify a behavioral or mental health setting for the internship hours.

CPE 500 Specialization Program Learning Outcomes	
PLO 1	Analyze the use of self in a specialized clinical setting.
PLO 2	Construct a theology, knowledge, and skills to provide exceptional pastoral care or pastoral counseling to a specialized body of clients, patients, and staff.
PLO 3	Demonstrate personal and professional skills in ethical, interdisciplinary, and consultative relationships.
PLO 4	Integrate insights from theological and behavioral science into one's practice.

Course	Description	Hours
CPE 501	*Mental Health and Pastoral Course:* This course prepares individuals to gain the knowledge, skills, and awareness to minister to those receiving care for mental health issues.	400
CPE 502	*Addictions and Pastoral Care:* This course prepares individuals to gain the knowledge, skills, and awareness in ministering to those receiving care for addictions.	400
CPE 503	*Hospice and Palliative Care and Pastoral Care:* This course in prepares individuals to gain the knowledge, skills, and awareness in providing pastoral care within hospice and palliative care.	400
CPE 504	*Trauma, Intervention, and Pastoral Care:* This course prepares individuals to gain the knowledge, skills, and awareness of providing pastoral care through a trauma-focused lens.	400

CPE 501: Mental Health and Pastoral Care

501.1: To identify pastoral care's theoretical and historical background in the mental health setting.

501.2: To analyze self in the context of pastoral care in the mental health setting.

501.3: To describe appropriate psychological and spiritual assessments in the mental health field.

501.4: Describe appropriate pastoral intervention(s) for use in the mental health field.

501.5: To articulate one's role as a collaborative and interdisciplinary team member.

501.6: To discern theological challenges and one's ability to provide meaningful pastoral care.

501.7: To identify potential ethical challenges and the ability to serve as an advocate for persons with mental health problems.

501.8: To identify cultural needs and desires to serve as an advocate for persons with mental health problems.

501.9: To exercise appropriate pastoral authority in the mental health field.

501.10: To develop meaningful self-care practices to meet the individual needs of mental health staff.

CPE 501-LMS Modules

CPE 501.1: Historical Background of Pastoral Care in the Mental Health Field.
Assists students in gaining an awareness of the importance of theoretical and historical perspectives of chaplaincy in the mental health field.

CPE 501.2: Pastoral Introspection in the Mental Health Field
Assists students in developing self-awareness regarding their beliefs, attitudes, strengths, limitations, values, and assumptions that impact pastoral care in a mental health setting.

CPE 501.3: Diagnostic Assessment in the Mental Health Field
Assists students in gaining insight into diagnostic assessment for mental disorders.

CPE 501.4: Clinical Treatment Methods in the Mental Health Field
Assists students in gaining insight into frequently utilized clinical treatment methods in the mental health field.

CPE 501.5: Delivering Spiritual Assessments & Interventions in Mental Health Chaplaincy
Assists students in delivering spiritual assessments and pastoral interventions in a mental health setting.

CPE 501.6: Collaboration in Mental Health Chaplaincy
Assists students in collaborating with an interdisciplinary mental health team.

CPE 501.7: Theological Challenges in the Mental Health Field
Provides students insight into navigating theological challenges in mental health.

CPE 501.8: Ethical Challenges in the Mental Health Field

Assists students in understanding the role of providing ethical care in a mental health setting.

CPE 501.9: Cultural Competence in the Mental Health Field
Provides insights into addressing culturally competent care in a mental health setting.

CPE 501.10: Spiritual Leadership in Mental Health Chaplaincy
Promotes exercising spiritual leadership in the mental health field.

CPE 501.11: Pastoral Counseling in Mental Health Chaplaincy
Assists in providing effective pastoral counseling in a mental health setting.

CPE 501.12: Self-Care Practices in the Mental Health Field
Helps develop meaningful self-care practices for self and others.

CPE 502: Addictions and Pastoral Care

502.1: To describe the theoretical and historical perspectives of addiction.

502.2: To analyze self in the context of pastoral care in the addiction setting.

502.3: To delineate embedded theology and develop deliberate theological reflection methods in addiction-related pastoral care.

502.4: To explain the assessment and the different models for addiction treatment.

502.5: To explain frequently encountered Spiritual problems in the addiction field.

502.6: To discuss and apply appropriate pastoral and spiritual interventions and assessments.

502.7: To articulate one's role as a collaborative and interdisciplinary team member.

502.8: To identify potential ethical challenges and the ability to serve as an advocate for persons with addiction.

502.9: To identify cultural needs and desires to serve as an advocate for persons with addiction.

502.10: To appropriately exercise pastoral authority in the addiction setting.

502.11: To deliver effective individual pastoral counseling techniques in the addiction setting.

502.12: To develop meaningful self-care practices to meet the individual needs of all clinical staff.

CPE 502-LMS Modules

CPE 502.1: Theoretical and Historical Background of Pastoral Care in Addiction
Assists students in gaining an awareness of the importance of theoretical and historical perspectives on addictions.

CPE 502.2: *Analyzing Self in the Context of Pastoral Care in Addictions*
Explores the issue of pastoral self-analysis in the addiction field.

CPE 502.3: Discerning Embedded and Deliberate Theology and Addictions
Explores theological issues related to the field of addictions.

CPE 502.4: Understanding Diagnosis and Treatment in Addictions
Assists students in understanding the role of behavioral sciences in the diagnosing and treating clients in the addiction field.

CPE 502.5: Spiritual Struggles in the Addictions Field
Assists students in explaining spiritual struggles encountered in addictions.

CPE 502.6: Spiritual Assessments and Pastoral Interventions in the Addictions Setting
Assists students in delivering practical spiritual assessments and pastoral intervention in addiction.

CPE 502.7: Collaboration in Addictions
Assists students in facilitating a collaborative relationship on an interdisciplinary team in the addictions settings.

CPE 502.8: E*thical Challenges in Addictions*
Assists students in providing ethical care in the addiction setting.

CPE 502.9: Cultural Competence in Addictions
Assists students in providing culturally competent care in the addiction setting.

CPE 502.10: Self-Care Practices in Addictions
Assists students in developing meaningful self-care practices.

CPE 503: Hospice and Palliative Care and Pastoral Care

503.1:   To describe the importance of theoretical and historical perspectives of hospice and palliative care.

503.2:   To examine self and one's awareness regarding the dying process and identify misconceptions in hospice and palliative care.

503.3:   To articulate the physical, emotional, and spiritual challenge in the long-term caregiving role.

503.4:   To identify different types of grief and explain grief models used in hospice and palliative care.

503.5:   To delineate the pastoral role and value in the interdisciplinary team.

503.6:   To explain frequently encountered spiritual and emotional problems in hospice and palliative care.

503.7:   To identify potential ethical challenges and the ability to serve as an advocate for persons with persons in hospice and palliative care.

503.8:   To describe the role of funerals, memorials, and rituals in hospice and palliative care.

503.9:   To discuss and apply pastoral care skills and behavioral sciences used in hospice and palliative care cases.

503.10: To develop meaningful self-care practices as pastoral care providers in hospice and palliative care.

CPE 503-LMS Modules

CPE 503.1: Theoretical and Historical Background of Pastoral Care in Hospice and Palliative care
Assists students in gaining an awareness of the importance of theoretical and historical perspectives on hospice and palliative care.

CPE 503.2: Identifying Hospice and Palliative Care misconceptions and Understanding the Dying Process.
v students in identifying misconceptions about the dying process.

CPE 503.3: Understanding Pastoral Care Role in Hospice and Palliative Care.
Outlines the pastoral role and value in the interdisciplinary team.

CPE 503.4: Understanding Grief within Hospice and Palliative Care.
Students will understand the unfolding levels of grief in hospice and palliative care, including identifying different types and models of grief.

CPE 503.5: Effective use of Spiritual Assessments in Hospice and Palliative Care
Assists students in explaining frequently encountered spiritual and emotional struggles and how to create effective interventions and goals in Hospice and Palliative Care.

CPE 503.6: Importance of Using Pastoral Care Skills and Behavioral Sciences.
Assists students in identifying pastoral care skills and behavioral sciences used to navigate hospice and palliative care cases.

CPE 503.7: Recognizing Caregiver Challenges in Hospice and Palliative Care.
v students in understanding physical, emotional, and spiritual challenges in long-term caregiving.

CPE 503.8: *Ethical Challenges in Hospice and Palliative Care.*
Assists students in providing ethical care in the hospice and palliative care setting.

CPE 503.9: *Understanding the importance of ritual and funerals in hospice and palliative care.*
Assists students in understanding the role of funerals, memorials, and rituals in hospice and palliative care.

CPE 503.10: Self-Care Practices in Hospice and Palliative Care.
Assists students in developing meaningful self-care practices.

CPE 504: Trauma and Pastoral Care

504.1: To define trauma, secondary trauma, and moral injury.

504.2: To describe trauma-informed care.

504.3: To delineate the pastoral role and value in the interdisciplinary team.

504.4: To explain Adverse Childhood Experiences (ACEs) and the long-term impact of ACEs.

504.5: To describe the effects of trauma on the brain.

504.6: To describe the relationship between trauma and spirituality and create a plan of care.

504.7: To discuss and apply behavioral science and debriefing techniques in trauma.

504.8: To describe and apply de-escalation techniques in trauma.

504.9:   To explicate resilience and post-traumatic growth.

504.10: To develop meaningful self-care practice.

CPE 504-LMS Modules

CPE 504.1: Trauma, Secondary Trauma, and Moral Injury
Assists students in being able to define the meaning of trauma, secondary trauma, and moral injury.

CPE 504.2: *Describing Trauma-Informed Care*
Assists students in identifying and describing trauma-informed care.

CPE 504.3: Discerning the Pastoral Role
Explores the pastoral role and how to work effectively with an interdisciplinary team.

CPE 504.4: Impact of Adverse Childhood Trauma
Assists students in gaining an awareness of adverse childhood trauma and its effects.

CPE 504.5: Traumatic Injury and the Brain
Assists students in gaining an understanding of the impact of traumatic injury on the brain.

CPE 504.6: Spiritual Assessments and Trauma
Assists students in delivering practical spiritual assessments and a plan of care.

CPE 504.7: Debriefing Techniques in the Treatment of Trauma
Assists students in applying behavioral sciences and debriefing techniques as part of the interdisciplinary team.

504.8: De-escalation Techniques and Potential Ethical Issues in the Treatment of Trauma
Assists students in learning de-escalation tools and techniques in trauma care.

CPE 504.9: Resilience and Post-Traumatic Growth
Assists students in gaining an understanding of resilience and the study of post-traumatic growth.

CPE 504.10: Self-Care Practices and Trauma
Assists students in developing meaningful self-care practices.

CPEI's Vision is to provide an unparalleled experience as the most trusted partner for clinical pastoral education.

CPEI's Mission is to provide quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent pastoral clinicians and supervisory educators.

Clinical Pastoral Education

Students enrolled in Clinical Pastoral Education International (CPEI) are required to complete class time with their respective CPE Supervisor and peer group. CPE is established on an adult experiential model of learning, allowing each pastoral care and classroom interaction to be the greatest teaching tool. These experiences aid students in the development of pastoral identity, the ability to master a body of interpersonal skills, and the opportunity to apply academic resources related to pastoral care functions. In the process, students will create individual learning goals, evaluate theological and pastoral presuppositions, and apply psychotherapy theories within the context of relationships with a Supervisor/Instructor, student colleagues, clients, staff, patients, and their families.

Internships and Distance Education

Clinical Pastoral Education (CPE) programs require an internship of 300 hours per course, which is 75% distance education. The purpose of the training is to foster and improve pastoral care and counseling skills as well as to enhance personal and pastoral awareness and identity. Successful completion of this program is designed to result in an improved understanding of the complex needs of human beings in spiritual crisis and improved skills and competency in responding to persons in need.

Internships can occur in many sites, including current ministry settings, hospitals, hospices, law enforcement, prisons, nursing homes, and fire and rescue departments.

Action/Reflection/Action Model of Education

Kolb's Experiential Learning Cycle relates to the Action-Reflection-Action Model of CPE Supervision and Learning. It is a model that begins with clinical/concrete experience, followed by a reflection on the experience that generates critical feedback, consultation, and hopefully insight that can be utilized in the next clinical experience. Using the action/reflection process, the student evaluates the effectiveness of his or her style of ministry in relation to theological/spiritual perspectives, faith practices, religious traditions, and the needs of the person served. The learner can then integrate the insights and pastoral skills gained into new experiences for ministry and personal growth.

Competencies for Internship

Students (interns) involved in CPE are provided with a broad range of supervised experiences and didactic training to achieve specific competencies. At the conclusion of the internship, the students ought to be able to:

- Describe how one's beliefs, strengths, limitations, values, and assumptions affect one's pastoral ministry.
- Integrate insights from the behavioral/social sciences as a tool in pastoral care.
- Address the pastoral and spiritual needs of a diverse population.
- Demonstrate an appropriate spiritual assessment and pastoral intervention(s).
- Integrate embedded and deliberate theology in a variety of pastoral interventions.

- Define one's role as a pastoral advocate in addressing ethical issues and the ability to use an appropriate ethical decision-making process.
- Access appropriate resources for a variety of personal and professional purposes: clarification, consultation, and contribution.

Internship Site Responsibilities

The intern and internship site has several responsibilities to ensure this is a meaningful experience.

CPEI Student Responsibilities

- While at the internship site, interns are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but is not limited to, the following:
- Punctuality and promptness.
- Abiding by the expected dress and grooming attire.
- Protecting the confidentiality of all persons observed or seen in the clinical practice site. Ministry cases should not be discussed with anyone other than the CPE Supervisor, Onsite Coordinator, and other internship students. Even then, every effort is made to protect the confidentiality of all persons.
- Demonstrating professionalism in all forms of oral or written communication.
- Maintaining a mature and teachable attitude.
- Adherence to the CPEI Code of Professional Ethics as well as any specific code of ethics honored at the internship site.

Internship Coordinator Responsibilities

- Provide resources to ensure the CPE Intern has what he/she needs to be successful.
- Provide an opportunity for the CPE Intern to have a wide variety of pastoral care opportunities for growth and development.
- Discuss with the CPE Intern any concerns or questions that may surface as to the student's performance while recognizing that this is a learning/training opportunity.
- Communicate with the CPE Supervisor-Educator any concerns or questions.
- Complete the end-of-course Internship Coordinator assessment for the CPE Intern.

Selecting an Internship Site

It is the responsibility of the CPEI student to locate a site that best suits one's interests and needs. Start by looking up local organizations such as hospitals, hospices, long-term care facilities, law enforcement agencies, fire departments, etc. The key is to locate a site that will provide you with opportunities to engage individuals, couples, families, and staff in pastoral care. If you have an interest in healthcare chaplaincy, it is recommended that you seek an internship in such a location.

Because of the breadth of hours required in the CPE-supervised internship, some students may have difficulty meeting requirements at one single site. In such cases, a second supervised clinical practice site can be considered. For a second site to be approved, you must comply with the following requirements: (a) You must have an approved Coordinator to oversee your work/ministry in all clinical practice sites, and (b) you must submit a *CPEI Internship Memorandum of Understanding (MOU)* for each site.

Internship Site Selection Checklist

When deciding on an internship site, keep the following considerations in mind:

- Will the opportunity meet the requirements for the CPE-supervised clinical practice?
- Is the organization similar to the type of ministry you would prefer during your professional career?
- Is there a broad range of patients/clientele to provide a wide range of learning experiences?
- Does the internship site have someone who is willing to serve as your onsite Coordinator?

Career Choices and Internship Sites

One of the most important issues to keep in mind is your internship site. Oftentimes students will seek to locate a site that is familiar rather than one that might take them out of their comfort zone. Furthermore, the type of internship site will oftentimes have a direct connection to the types of employment opportunities. Thus, it is important to consider choices regarding the internship site.

- Will this internship site prepare me to be considered for employment in a clinical setting? For example, if a student selects their parish as their internship site, will it provide the type of learning that one would receive in a healthcare or hospice setting?
- Will the type of internship that I selected provide me with the type of understanding and experience if I were to choose a different setting? For example, in a healthcare or hospice setting, it is common for chaplains to chart and participate in interdisciplinary meetings.
- Will I regret the learning opportunities if I fail to challenge myself by selecting a more challenging internship site?
- Will the internship site prepare me for addressing trauma, death and dying, and ministering to persons from different cultural and religious views?

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CPEI Institutional Outcomes
- Provide educational programs that enable self-motivated, independent learners to acquire core competencies.
- Prepare students to function as competent pastoral caregivers and supervisors-educators in the marketplace and qualify for credentialing.
- Assess student learning and institutional effectiveness to improve student and educator performance.
- Provide professional development opportunities to enhance life-long learning.
- Conduct fiscally responsible planning that balances the institution's commitment to academic excellence.

Clinical Pastoral Education (CPE) involves an internship setting to meet the continuing educational needs of those enrolled as students. The training aims to foster and improve pastoral care skills as well as personal and pastoral awareness and identity. Successful completion of this program is designed to result in an improved understanding of the complex needs of human beings in spiritual crisis and improved skills and competency in responding to persons in need.

State Approval, Membership and Accreditation

In accordance with Florida Statute 1005.06 (1) 9f, Religious Institutions must submit annually a request for approval to be exempt from governmental oversight. CPEI was authorized on January 26, 2023, by Florida's Commission for Independent Education to conduct training.

CPEI is an active member of COMISS Network. COMISS serves institutions and faith communities that promote and support collaboration among its member organizations committed to theological and clinical education and the competent practice of interfaith spiritual care through chaplaincy, pastoral counseling, and research in specialized settings.

CPEI is accredited by International Accreditors for Continuing Education and Training (IACET) and is authorized to issue the IACET CEU.

Requirements

Students must have an internship (clinical) site, i.e., health care facility, parish, correctional institution, etc., in which she/he is intensively engaged in ministry.

CPEI Responsibilities

- Fulfills its mission by providing quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent chaplains and supervisory educators.
- Establishes the standards, competencies, policies, and processes to ensure consistent learning and adherence among Clinical Pastoral Education (CPE) students and supervisors-educators (faculty).
- CPEI creates and distributes a CPE Handbook. The handbook must be followed by CPEI Affiliate Organizations making minor changes, i.e., adding an affiliate logo, etc., that does not take away from CPEI's overall purpose.
- Submits student records in Populi.
- Establishes a process for student application, enrollment, tuition, and other payments.
- Provide Professional Liability Insurance for students and supervisors-educators that remain certified and consistent with CPEI's policies and processes.
- Requires a background search among supervisors-educators and students.
- Provides students and supervisor-educators with professional liability insurance coverage up to $5,000,000 annual aggregate/ $1,000,000 per occurrence.

CPE Supervisory Staff Duties

- Design, implement, and supervise the training of the CPE students in accordance with the CPEI Standards.
- Engage in regular group and individual supervision with each CPE student.
- Work closely with the Internship Coordinator regarding performance and respond to any questions or concerns that may surface.
- Maintain all confidential materials brought to group or individual supervision abiding by the CPEI's Code of Professional Ethics.

CPE Students Responsibilities

- Participate in weekly classes and individual supervision, and complete written and reading requirements and ministry assignments.

- Abide by the guidelines, procedures, policies, etc., outlined by the Internship Site, the CPE Program, and the CPEI Standards.
- Maintain confidentiality, abide by HIPPA regulations, and seek consultation if in doubt.
- Abide by agency policy and state requirements regarding the reporting of ethical/legal issues such as suicidal or homicidal behavior or child abuse.
- Complete a weekly internship (clinical) hours log and submit a copy to Populi. A copy will automatically be submitted to the Internship Coordinator.
  Student Log Link: https://form.jotform.com/230694810898166

Internship Coordinator Duties

- Provide an opportunity for the CPE student to have a wide variety of pastoral care opportunities for growth and development.
- Discuss with the CPE Supervisor any concerns or questions that may surface as to the student's performance.
- Recognize that supervision is the responsibility of the CPE Supervisor; however, this does not limit the Coordinator from providing feedback to the student as appropriate.
- Complete a final assessment for the Intern.
  https://form.jotform.com/221883126508154

Dates of the Internship
From: Click or tap to enter a date To: Click or tap to enter a date.

Acknowledgment *(Signatures/Dates Required)*
I have read the MOU and agree with the contents.

Internship Site Coordinator
Signature: Click or tap to enter a date.

CPE Intern:
Signature: Click or tap to enter a date.

CPE Supervisor-Educator
Signature: Click or tap to enter a date.

CPE Learning Resources

Learning Contract (Covenant)

Students are required to develop a learning contract or covenant, which is a commitment the learner makes to achieve specific goals for personal and professional growth. The student is primarily responsible for the student's learning. If, as training progresses, the student thinks the learning contract needs to be changed, the student may renegotiate the contract with the Supervisor-Educator.

To start, please give quality time to reflect upon the following issues.

Reflect upon your pastoral development. Consider past experiences. What were your strengths and limitations? If you are new in ministry, what do you anticipate your strengths and growth areas? List your strengths and areas for needed learning. How might you address one or more of these areas during CPE? How might your peer group and Supervisor-Educator help (be a resource for) you as you learn?

Reflect upon why you decided to do CPE. Are there particular things you want to learn as you minister here? How do you hope CPE will impact your future ministry? Is there a goal related to these reflections for you? How might your peer group and Supervisor-Educator help (be a resource for) you as you learn?

Reflect upon your thoughts and emotions. What do you feel most anxious, most excited? About what do you feel ambivalent? Is there a learning goal related to any of these areas? How might your peer group and Supervisor-Educator help (be a resource for) you as you learn?

Reflect upon your learning needs. What do you desire to learn during this course of CPE?

> **Instructions:** Students are required to read the CPEI Outcomes for the course enrolled (CPE 100-400). In addition to giving attention to each of the Course Learning Outcomes, students are to *identify one or two personal and professional learning goals* for the course and how they intend to fulfill the objectives, i.e., actions, books, articles, etc. Remember that the Student's Final Evaluation and the Supervisor's Final Evaluation will address each learning outcome for the course (CPE 100-400).
>
> **Didactic Training:** In addition to what is provided to CPE students during course scheduled time, students are to complete LMS Modules via Distance Education to supplement their learning.

Personal Learning Objective/Outcomes and How You Plan to Accomplish It (Al least one):
a.
b.
Professional Learning Goals: How does this relate to the CPEI Learning Outcomes?
a.
b.

Verbatim Format

Student:	
Supervisor-Educator:	
Date:	
Location of Visit	
Verbatims are to be completed within 1-2 weeks of submission. Previous verbatims are not acceptable.	

Known Facts: Include all facts about this visit. Facts may include who initiated the page, biographical information pertaining to age, gender, race, religious/spiritual affiliation, family systems information, medical history, psychosocial history, etc. Explain any previous contact you may have had with this patient.

Preparation: How did you prepare yourself for this visit? What are your concerns, if any? What was your state of mind?

Observations: What did you glean from the facial expressions, posture, dress, tone of voice, attitude, etc.? What responses did you note? Who sat where in the room? What was the environment like, i.e., sights, sounds, smells, movement, positions, etc.? Describe any feelings, thoughts, or observations of self as you entered the room.

The Visit: This is a verbatim account of what was said and what took place during your visits best you can recall. Parenthetically note all pauses, mannerisms, gestures, and personal thoughts. Include your prayer(s), if provided. If much of the communication is non-verbal, describe what you saw and the key messages you felt/heard. If you must abbreviate sections, summarize what happened at that time as accurately as possible.

Create a legend of all involved in the visit and state the communication and responses in the manner illustrated below.

Legend

C – Chaplain   F – Father

P – Patient   W - Wife

M – Mother   H - Husband

D – Daughter

Conversation

Cl.- Hello, my name is chaplain _____. What is your name?

P1. My name is Mr. JK, but I go by K.

C2. How are things K? (Long Pause).

P2. Since my wife left, things haven't been the same for me.

C3. Help me understand. Where did your wife go? (Tears begin to flow, and the

patient turns his head away from me. I sit in silence until he speaks again.)

P3. I wish I knew… She was my care provider… I depended on her…

Analysis of Person: In your assessment, what are the spiritual, psychological, and sociological concerns of the person? What is going on with him/her? What is being stated, verbally and non-verbally? Does the patient/client present as being at peace/ease with God, self, others, circumstance, and environment?

Analysis of Self: Recall your feelings in as much detail as possible during this visit. How did your own images, thoughts, and feelings inform you of the emotional content of the patient? What would you do differently next time, and why? Evaluate the quality and effectiveness of this visit from your perspective.

Theological/Spiritual Reflection: Reflect theologically/spiritually upon this visit. How could you have sharpened your spiritual assessment? Reflect on the visit and state any "embedded" or "deliberate" theological principles that may have been triggered. State how this experience impacted your belief system or tradition. Is there a biblical story, spiritual writing, or a metaphor that comes to mind when thinking of this encounter?

Cultural, Psychological, or Psychosocial Issues: What are some of the cultural, psychological, and psychosocial issues you identified during the visit?

Opportunities/Expectations: Do you intend to see this person again? If so, why? What expectations do you have relative to pastoral care for this person?

Peer Feedback: How would you like your peer members and Supervisor-Educator to focus on related to this case? (Remember, the verbatim case presentation is not about the patient as much as it is about the student.)

Charting: Was this patient at peace/ease with God, self, others, circumstance, and the environment? Note should be a few descriptive sentences that capture the person's unique current life situation. Include pertinent items such as the patient's attitude regarding diagnosis, treatment, and spiritual needs. Chart any actions/advocacy involved in the encounter.

Reflection Paper: Include in your weekly reflection comments from your peers and the Supervisor-Educators your thoughts regarding the feedback you were provided. Be prepared to discuss this during the next group session.

Verbatim Reflection Format

After a verbatim/case study presentation, the student will write a personal reflection on the feedback provided by peers and Supervisor/Instructor and present it at the next formal group session:

1. Why did you choose this verbatim to present?

2. What feeling(s) were identified in you during this peer consultation?

3. What theological issues were identified during peer consultation?

4. What trigger(s) you experienced during peer consultation?

5. When and how were trigger(s) identified, and could you identify the source?

6. What questions did this peer consultation raise about your ministry as a chaplain or your theology?

7. What feedback was most helpful, and from whom did that feedback come?

Weekly Reflection Format

(Maximum of Two Pages)

Name: _____Date: _____

1. Identify any special events, activities, or learning experiences in your clinical practice site this week.

2. Describe your experience with supervision this week (CPE group and individual). What new insight(s) did you gain? In what way(s) did you seek to integrate new insights into your personhood or practice of ministry?

3. Describe your relationship with your peers this week. Do you feel they heard you and responded to your needs and concerns? What didn't you say to your peers and Supervisor-Educators that you desired? Why? What did you say that you felt confident in sharing? Why?

4. Address your learning goals for this course, stating areas of growth, struggle, etc. In what way(s) did you seek to integrate new insights into your practice of ministry?   Be specific.

Mid-Course Evaluation Format

Student Name	
Supervisor-Educator:	
Dates of CPE Course:	
Course Number	
CPEI Affiliate Organization #	
Religious Preference	

1. Describe your internship setting and your assignment(s), e.g., on-call, initial visits, etc.

2. State your learning goals and provide a statement of how you are progressing with each one. Do your learning goals need to be modified? If so, how would you recommend they be modified to meet your learning needs?

3. Discuss what you are learning about yourself, i.e., integration of personal history and pastoral functioning, pastoral identity, and pastoral authority.

4. Briefly describe your peers by identifying each student by name (first name only) and state how you feel the relationship is with them. What have you learned from them? Are you receiving what you need from them? If not, what more do you need?

5. Briefly describe your relationship with your CPE Supervisor-Educator. Are you receiving what you need? If not, what more do you need?

Contact Hours Record Sample Activities

The following is an example of documented hours for an Intensive 12-Week Term.

CPE 100-400 (12 weeks)

Activity	Assignments	Estimated hours for the average student
Experiential Learning Synchronous Learning (Group/Individual Supervision)	Group Supervision: students engage the supervisor-educator and peers in group supervision and presentation of written work, i.e., verbatims (case studies), learning contracts, journaling, evaluations, etc.), didactic presentations, etc. (3 hours per week).	36
	Individual supervision: students schedule time with the supervisor-educator to discuss issues related to one's personal and professional development.	12
	TOTAL: (12 weeks x 4 hours per week) = or 48 of 100 hours 48%	48
Independent Study/Activities) Asynchronous learning (Preparation Outside of Class)	Completing LMS Modules	8
	Writing Verbatims or Case Studies	8
	Writing Verbatim Reflections	6
	Writing Weekly Reflection	12
	Time spent reading texts or journal articles.	6
	Preparing Presentations (Genograms, Teaching Sessions, etc.)	6
	Writing Mid-Course Evaluation	2
	Writing Final-Course Evaluation	4
	TOTAL: 52 hours of 100 hours (52%)	52
Internship (Self-Directed Learning)	Self-Directed Internship training focuses on self-awareness and the development of personal and pastoral identity and skills (25 hours per week)	25
	TOTAL: 25 hours x 12 Weeks=300	300
Overall Total	Should be at least 400 hours per course. 100 hours (Group/Individual Learning and Outside Class = 25% 300 hours (Internship) = 75%	400

Total Hours per week = 33.5 for 12 weeks.

Student Log Link: https://form.jotform.com/230694810898166

Internship Coordinator Assessment: https://form.jotform.com/221883126508154

<div align="center">**Suggested CPE Resources**</div>

CPE 100

Doehring, C. (2006). *The Practice of Pastoral Care: A Postmodern Approach.* Westminster
        John Knox Press, 2006. ISBN-13: 978-0664238407

Gilligan, C. (2009). *In a Different Voice: Psychological Theory and Women's Development,*
        Cambridge, MA, Harvard University Press. ISBN-13: 978--6674445444

Kelly, E. (2012). *Personhood and Presence: Self as a Resource for Spiritual and Pastoral
        Care.* T&T Clark, 2012. ISBN: 978-0-567-61741-5

Moessner, J., ed. (1996). *Through the Eyes of Women: Insights for Pastoral Care.* Augsburg
        Fortress, 1996. ISBN-13: 978-0800629281

CPE 200

Scheib, K. (2016). *Pastoral care: Telling the stories of our lives.* Nashville, TN*:* Abingdon
        Press, ISBN: 978-1-4267-6647-3

Cooper-White, P. (2004). *Shared Wisdom: Use of the Self in Pastoral Care and
        Counseling*. Fortress Press, 2004.

McIntosh, G., & Rima, S., 2 ed. (2017). *The dark side of leadership: How to become
        effective leaders by confronting potential failures*. Baker Books.

Savage, J. (1996). *Listening and Caring Skills in Ministry*. Abingdon Press, 1996.

Stone, H., & Duke, J. (3rd ed.). *How to think theologically.* Augsburg Fortress Press, 2013.
        ISBN-13: 978-0800699321

CPE 300

Clinebell, H. (2011). *Basic types of pastoral care and counseling: Resources for the
        ministry of healing and growth*. (3rd ed.). Abingdon Press.

Friedman, E. (1985). *Family process in church and synagogue*. Guilford Publications.

Pruyser, P. (1976). *The minister as diagnostician: Personal problems in pastoral
        perspective.*

Roberts, S. (Ed.). (2011). *Professional spiritual & pastoral care: A practical clergy
        handbook.* SkyLight Paths Publishing. ISBN 978-1-59473-312-3

Richardson, R. (1999). *Creating a healthier church: Family systems theory, leadership,
        and congregational life.* Augsburg Fortress.

CPE 400

Augsburger, D. (2018). *Caring enough to confront* (3rd ed.). Revell Books.

Cole, A. (2008). *Be not anxious: Pastoral care of disquieted souls.* William B. Eerdmans
    Publishing Company.

Dykstra, R. (2005). *Images of pastoral care.* Chalice Press. ISBN-13: 978-0-827216-24-2

Stanford, M. (2017). *Grace for the afflicted: A clinical and biblical perspective on mental
    Illness, Revised and Expanded (2nd Ed.).* ISBN 978-0-8308-4507-1

Hunsinger, D. (2015). *Bearing the unbearable: Trauma, gospel and pastoral care.*
    William B. Eerdmans Publishing Company.

Motramm, K. (2007). *Caring for those in crisis: Facing ethical dilemmas with patients
    and families.* Brazos Press.

Nolan, S. (2011). *Spiritual care at the end of life: The chaplain as a 'Hopeful Presence'.*
    Jessica Kingsley Publishers.

Waters, S., & Swinton, J (2019). *Addiction and pastoral care.* William B. Eerdmans
    Publishing Company.

CPE Supervisory Education

Certificate in CPE Supervisory Education - 1600 Hours

The Certificate in CPE Supervisory Education requires the completion of courses (SEC 600-900) or 1600 hours of distance education. Supervisory students will be engaged in the practice of observation and supervision in small groups, individual sessions, and the completion of learning modules.

SEC 600-900 Program Learning Outcomes	
PLO 1	Construct theories and theology of pastoral supervision that guide one's supervisory practice.
PLO 2	Demonstrate ethical and self-care practices in supervision
PLO 3	Integrate current and relevant insights from the field of supervision into one's practice.
PLO 4	Demonstrate the ability to establish and use consultative relationships to enhance supervisory practice.

Course	Description	Hours
SEC 600	The initial supervisory education course provides the supervisory student the opportunity to observe and practice the art of supervision while developing an awareness of the supervisory process and basic supervisory skills, to research a variety of human development theorists and group dynamics, to write an integrative autobiography, a final evaluation, and initiate a self-care plan.	400
SEC 700	The second supervisory education course provides the student the opportunity to practice the art of supervision while supervising and evaluating students, increasing one's knowledge and skills in supervision, multiculturalism, adult learning theories, to develop a theory of human development in pastoral supervision, and to increasingly demonstrating the ability to manage a CPE Course and practice healthy self-care.	400
SEC 800	The third supervisory education course provides the supervisory student the opportunity to continue practicing the art of supervision while supervising and evaluating students, increasing one's knowledge and skills in supervision, addressing ethical issues, integrating a theory of pastoral supervision, developing one's theory of adult learning, group dynamics and multiculturalism, and to increasingly demonstrating the ability to manage a CPE Course and practice healthy self-care.	400

SEC 900	The fourth supervisory education course provides the supervisory student the opportunity to continue practicing the art of supervision while supervising and evaluating students using one's increased knowledge and skills in supervision, developing one's theology of pastoral supervision, and preparing to submit a final copy of one's theories and theology of pastoral supervision as a Model of Pastoral Supervision for review and approval by the CPEI Certification Committee while increasingly demonstrating the ability to manage a CPE Course and practice healthy self-care.	400
TOTAL PROGRAM HOURS		1600

SEC 600-900 Learning Objectives

- To articulate knowledge of pastoral supervision and the supervisory process.
- To demonstrate an awareness of the supervisory literature.
- To demonstrate the ability to integrate theory and knowledge in supervisory practice.
- To describe the ability to use critical relationships for consultation and support successfully.
- To successfully demonstrate the ability to integrate theory and knowledge in supervisory practice.
- To demonstrate the ability to assist in student development and evaluation.
- To demonstrate the ability to practice ethical supervision.
- To articulate an awareness of the administration and management of CPE.
- To display self-awareness and reflection for spiritual and personal self-care.
- To demonstrate the ability to engage others for consultation and support.

SEC 600: The Supervisor and Fundamentals of Supervision

This course is a 400-hour initial supervisory education course, which provides the Supervisory Candidate the opportunity to develop an awareness of the supervisory process and basic supervisory skills.

SEC 600 Learning Outcomes

SEC 601: To define the meaning of pastoral supervision.

SEC 602: To identify a theory of human development and group dynamics.

SEC 603: To define critical concepts of supervision, i.e., transference, countertransference, parallel process, resistance, etc., in the practice of supervision.

SEC 604: To recognize the importance of the supervisory relationship for consultation and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.

SEC 605: To observe/practice CPE supervision.

SEC 606: To recognize the need to assist in student development and evaluation.

SEC 607: To identify supervisory ethical issues.

SEC 608: To recognize the dynamics related to administering a CPE program.

SEC 609: To recognize the need for reflection and self-care.

SEC 610: Initiate contact with the Training Supervisor and peers for consultation and support.

SEC 600: LMS Modules

SEC 600.1: Fundamentals of Supervision
Familiarizes *Supervisory Candidate I* with fundamental supervision concepts.

SEC 600.2: Introduction to Group Dynamics and Group Process
Introduces basic concepts of group dynamics and processes to supervisory students.

SEC 600.3: Theories of Human Development and Models of Supervision
Introduces various theories of human development and models of supervision.

SEC 600.4: Integrated Autobiography
This assignment meets one of the requirements for credentialing and assists the supervisory candidate in describing their journey into supervision.

SEC 600.5: CPEI Management Issues and Self-Care Practices
Addresses supervisors' critical administrative and management issues and self-care practices.

SEC 700: Describing Concepts of Supervision

The second 400-hour supervisory education course allows the Supervisory Candidate to expand awareness, and develop theory, and the integrative practice of supervision.

SEC 700: Learning Outcomes

SEC 701: To describe the use of self in pastoral supervision.

SEC 702: To apply or discuss theories of human development, group dynamics, adult learning theory, and theology of supervision.

SEC 703: To discuss critical concepts of supervision, i.e., transference, countertransference, parallel process, and resistance, in the practice of pastoral supervision.

SEC 704: To use supervisory consultation for professional growth and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.

SEC 705: To discuss CPE theory and supervisory knowledge and skills in practice.

SEC 706: To discuss critical supervisory interventions and strategies.

SEC 707: To discuss ethical issues and supervision.

SEC 708: To discuss the elements related to the supervisory objectives and learning outcomes.

SEC 709: To discuss the need for reflection and self-care.

SEC 710: To initiate contact with the Training Supervisor and peers for consultation and support.

SEC 700 LMS Modules

*SEC 700.*1: *Adult Learning Issues in Pastoral Supervision*
Familiarizes *Supervisory Candidate I* with course development, learning theories, and supervisory interventions.

SEC 700.2: Multicultural Issues in Pastoral Supervision
This module identifies multicultural issues encountered in supervision.

SEC 700.3: Submission of Theory of Human Development
Assists supervisory candidates in submitting a draft of their theory of human development related to pastoral supervision.

SEC 700.4: CPEI Management Issues and Self-Care Practices
Identifiies supervisors' critical administrative and management issues and self-care practices.

SEC 800: Integrating Concepts of Supervision

The third 400-hour supervisory education course provides the Supervisory Candidate the opportunity to expand awareness, and develop theory, and the integrative practice of supervision.

SEC 800: Learning Outcomes

SEC 801: To integrate the use of self in pastoral supervision.

SEC 802: To identify a theory of human development and group dynamics.

SEC 803: To integrate critical supervision concepts, i.e., transference, countertransference, parallel process, and resistance, into supervision practice.

SEC 804: To evaluate the successful use of critical relationships and support for supervisory development.

SEC 805: To integrate CPE supervisory theory and knowledge into the practice of supervision.

SEC 806: To integrate CPE supervisory theory, supervisory interventions, and strategies into the practice of supervision.

SEC 807: To analyze appropriate actions in ethical decision-making in the practice of supervision.

SEC 808: To analyze elements related to the supervisory objectives and outcomes associated with administering a CPE program.

SEC 809: To employ a variety of self-care practices.

SEC 810: To initiate contact with the Training Supervisor and peers for consultation and support.

SEC 800: LMS Modules

SEC 800.1: *Integrating Ethical Issues in Pastoral Supervision*
Identifiies vital ethical issues encountered in pastoral supervision.

SEC 800.2: Integrating the Selection, Supervision, and Evaluation of Student
Identifies critical issues for interviewing, supervising, and evaluating students.

SEC 800.3: In*tegrating Theology into Pastoral Supervision*
Identifies elements of integrating theology and pastoral supervision.

SEC 800.4: Integrating Adult Learning and Learning Styles in Pastoral Supervision
Allows *Supervisory Candidate I* to submit a theory of adult learning, group dynamics, and multiculturalism.

SEC 800.5: CPEI Management Issues and Self-Care Practices
Addresses supervisors' critical administrative and management issues and identifies self-care practices.

SEC 900: Applying Concepts in Pastoral Supervision

The fourth (400-hour) and capstone course provides the Supervisory Candidate the opportunity to demonstrate the completion and ability to integrate one's Pastoral Model of Supervision (Theory of Human Development, Theory of Adult Learning, Multiculturalism, Group Dynamics, and Theology of Pastoral Supervision).

SEC 900: Learning Outcomes

SEC 901: To evaluate the use of self in pastoral supervision.
SEC 902: To defend one's theoretical and theological concepts of pastoral supervision.
SEC 903: To apply the understanding and application of critical supervisory concepts in the practice of supervision.
SEC 904: To choose key relationships for ongoing supervisory consultation.
SEC 905: To describe and apply one's supervisory theory and knowledge in the practice of supervision.
SEC 906: To select a variety of supervisory interventions and strategies in the practice of pastoral supervision.
SEC 907: To choose appropriate actions in ethical decision-making in the practice of pastoral supervision.
SEC 908: To articulate one's ability to administer a CPE program.
SEC 909: To evaluate a variety of self-care practices.
SEC 910: To initiate contact with peers and others for consultation and support.

SEC 900: LMS Modules

SEC 900.1: Theology of Pastoral Supervision
Allows *Supervisory Candidate's I* to submit a final copy of one's theology paper and pastoral supervision.

SEC 900.2: Theory of Human Development and Pastoral Supervision
Allows *Supervisory Candidate's I* to submit a final copy of their theory of human development and pastoral supervision.

SEC 900.3: Theory of Adult Learning, Group Dynamics, and Multiculturalism
Allows *Supervisory Candidate's I* to submit a final copy of their adult learning, group dynamics, and multiculturalism paper, and pastoral supervision.

SEC 900.4: PowerPoint Overview
Allows *Supervisory Candidate I* to submit a brief overview of the Pastoral Model of Supervision.

SEC 900.5: Applying Concepts of Supervision
Allows *Supervisory Candidate I* to apply key supervisory concepts, interventions, and strategies in pastoral supervision.

SEC 900.6: CPEI Management Issues and Self-Care Practices
Addresses supervisors' critical administrative and management issues and self-care practices.

SEC 1000: Demonstrating Competence as a Supervisory Student

This series of modules will address key issues to assist Supervisory Candidates II in claiming their personal and professional identity as a Supervisor-Educator as well as assist them in preparing for the Supervisor Interview and in knowing the important elements of establishing and managing a CPE program.

SEC 1000: Learning Outcomes

SEC 1001: To demonstrate the use of self in pastoral supervision.

SEC 1002: To demonstrate one's theoretical and theological concepts of pastoral supervision.

SEC 1003: To demonstrate the understanding and application of critical supervisory concepts in the practice of supervision.

SEC 1004: To demonstrate the ability to use key relationships for ongoing supervisory consultation.

SEC 1005: To demonstrate the ability to apply one's supervisory theory and knowledge in the practice of supervision.

SEC 1006: To demonstrate the ability to use a variety of supervisory interventions and strategies in the practice of pastoral supervision.

SEC 1007: To demonstrate appropriate actions in ethical decision-making in the practice of pastoral supervision.

SEC 1008: To demonstrate one's ability to administer a CPE program.

SEC 1009: To demonstrate the ability to use a variety of self-care practices.

SEC 1010: To demonstrate the ability to connect with peers and others for consultation and support.

SEC 1000: LMS Modules

SEC 1001: Steps to preparing for Solo Course of CPE Supervision
Assists *Supervisory Candidate's II* of the responsibilities inherent in setting up a solo course of CPE Supervision.

SEC 1002: Steps to preparing resources and self for the Supervisory Interview
Assists *Supervisory Candidate's II* in preparing and presenting for the interview committee.

SEC 1003: Steps to establishing a CPEI Affiliate Organization.
Assists *Supervisory Candidate's II* in understanding the requirements for establishing a CPEI Affiliate Organization.

Suggested Supervisory Resources

SEC 600

Bernard, J. M., & Goodyear, R. (2019). *Fundamentals of clinical supervision,* (6th Ed).
      Pearson.

Benefiel, M., & Holton, G. (Eds). (2010). *The soul of supervision: Integrating practice and
      theory.*

Campbell, J. (2000). *Becoming an effective supervisor.*

Ekstein, R., & Wallerstein, R.S. (1958). *The Teaching and Learning of Psychotherapy.*
      International Universities Press.

SEC 700

Knowles, M., Holton, E., & Swanson, R. (2015). *The adult learner: The definitive classic in
      adult education and human resource development.* Taylor and Francis Group*.*

Knowles, M. (1968). Andragogy, not pedagogy." *Adult Leadership,16* 10), 350-352.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* Jossey-Bass.

SEC 800

Bernard, J. M., & Goodyear, R. (2019). *Fundamental of clinical supervision*, (6th Ed).
      Pearson.

Benefiel, M., & Holton, G. (Eds). (2010). *The soul of supervision: Integrating practice and
theory.*

Campbell, J. (2000). Becoming an effective supervisor.

Cranton, P. (1996). *Professional development as transformative learning*. Jossey-Bass.

DeLong, W. R., (ed). (2010). *Courageous conversations: The teaching and learning of pastoral
      supervision.* University Press of America.

Stone, H., & Duke, J. (2013). *How to think theologically,* (3rd ed.). Augsburg Fortress Press.

Jacobs, D., Paul, D., Mayer, J. D. (1995). *The supervisory encounter.* Yale University Press.

Illeris, K. (2016). *Learning, development, and education: From Learning Theory of Education
      to Practice.*

Knowles, M. (1984). *The modern practice of adult education: from pedagogy to andragogy*,
      (2nd ed.). Association Press

Levitt, D. H., Ducaine, C.S., Greulich, K., Gentry, K. & Treweeke, L. (2019). *Teaching ethical decision-making.*

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass, 1991.

Nouwen, H. J. M. (1975). *Reaching out: The three movements of the spiritual life.* Doubleday.

Nouwen, H. J. M. (1972). *The wounded healer: Ministry in contemporary society*. Doubleday.

Paver, J. E. (2016). *Theological reflection and education for ministry: The search for integration in theology.* Routledge.

Scheib, K. (2016). *Pastoral care: Telling the stories of our lives*. Nashville, TN: Abingdon Press, ISBN: 978-1-4267-6647-3

Steere, D. (2002). *The Supervision of Pastoral Care*.

Yalom, L.D., & Lesczc, M. (2005). *The theory and practice of group psychotherapy, (5th ed.).* Basic Books.

SEC 900

Falendar, C. (2018). Clinical supervision: The missing ingredient.

Visiscu & Watkins (2012). Chapter 3: A guide to clinical supervision.

Ekstein, R., & Wallerstein, R.S. (1958). *The Teaching and Learning of Psychotherapy.* International Universities Press.

Reciprocity and Training Courses for CPE Supervisors

Like any organization, Clinical Pastoral Education International has its own culture as well as unique policies and processes. Therefore, CPE Supervisors and CPE Training Supervisors that choose to affiliate with CPEI are required to complete the following modules prior to offering CPEI CPE.

CPEI Policies and Processes Exam

This module is to be completed annually by all CPE Supervisors-Educators and Supervisory Students in which one will be reminded of specific guidance and responsibilities.

RSEC 1100: Reciprocity CPE Supervisor-Educator Course

The Reciprocity CPE Supervisor Course familiarizes CPE Supervisors-Educators joining CPEI from another pastoral cognate group with the requirements of CPEI. Before offering CPE 100-500 Courses, CPE Supervisors must complete this training.

TRSEC 3000-Reciprocity for Training Supervisors-Educators (TRSEC 3000)

Training Supervisors-Educators certified by another organization are welcome to affiliate with CPEI; however, before they can assume responsibility for training CPE or Supervisory students, the following reciprocity course must be completed.

Description: This module introduces the requirements for Training Supervisors-Educators affiliating with CPEI, including compliance with CPEI's Policies and Processes Exam**.**

CPEI Training Supervisor Education (TSEC 2000-2004)

CPEI Training Supervisor-Educators have the responsibility of training supervisory candidates. The following modules must be successfully completed. The following conditions must be met to be certified as a CPEI CPE Training Supervisor.

- Complete a minimum of two years of actively supervising CPE groups.
- Complete the CPEI Policies and Processes Exam.
- Completing the Training Supervisory Education Modules

TSEC 2000: Training Supervisory Introductory Course

Description: This module familiarizes CPE Supervisors-Educators with the requirements and skills needed to be certified as CPE Training Supervisors and prepare them to successfully supervise and mentor Supervisory Candidates in their development.

TSEC 2001: Training Supervisors-Fundamentals of Supervision

Description: This module familiarizes Training Supervisors-Educators with supervision fundamentals, including exposure to several human development theories.

TSEC 2002: Training Supervisors: Describing Concepts in Pastoral Supervision

Description: This module familiarizes Training Supervisors-Educators with the requirements and knowledge related to fundamental concepts of adult learning theories, learning styles, multicultural issues, and submission of required documents.

TSEC 2003: Training Supervisors: Integrating Concepts in Pastoral Supervision

Description: This module familiarizes Training Supervisors-Educators with the requirements and knowledge related to fundamental concepts of ethical issues and pastoral supervision, interviewing, and accepting students, integrating theology in pastoral supervision, and submitting required documents.

TSEC 2004: Training Supervisors: Applying Concepts in Pastoral Supervision

Description: This module assists Training Supervisors in ensuring supervisory candidates have successfully completed their *Pastoral Model for Supervision* and it ready for submission.

Sample CPE Course Syllabi

Course Description
Clinical Pastoral Education (CPE) is an action/reflection/action inductive method of learning. It is about change, transition and transformation and involves peer and individual supervision as part of the action-reflection process. Supervision is an engaging encounter between a supervisor and supervisees in which reflection is utilized to review a variety of pastoral encounters and ministry reporting events. Supervisees covenant together so that growth and development occur in self-awareness, ministry competence, and theological understanding.

This course will focus on concepts of self-awareness, pastoral formation, and the ability to utilize supervision for personal and professional growth and development. It will also focus on the development of one's pastoral care skills.

This course requires commitment of 400 hours of supervised education. You will be asked to sign a release should any portion of this course be recorded.

100 hours include
1. Active participation on a weekly basis with the CPE Supervisor-Educator and one's peers.
2. Active participation requires being on time and remaining throughout the entire session.
3. Topics and issues discussed include, but not limited to sharing of one's personal history as it relates to one's call to a pastoral care ministry, the development and presentation of one's personal learning goals,
4. Participation in group sharing for purposes of individual growth and development
5. Presenting one's ministry to one's peers and CPE Supervisor-Educator for feedback and consultation.
6. Participating in the didactic (teaching) sessions.
7. Writing and reading.
8. Completion of LMS Modules.
9. Sharing one's growth and development through an evaluative process.

300 hours: The opportunities may differ slightly; below are a few general ideas.
1. Active participation on a weekly basis in one's selected Internship setting.
2. Providing pastoral care to individuals, family members and staff.
3. Receiving feedback and consultation from the Site Coordinator.
4. Participating in staff meeting, interdisciplinary meetings, etc.
5. Conducting spiritual assessments
6. Charting on one's pastoral care to patients, etc.

Suggested Learning Activities
CPE 100- Self-Reflection Activity (Genogram): Students will be expected to participate in a variety of self-reflection activities designed to enhance one's self-awareness, which is a critical aspect of learning. Students will present one's family genogram, which reflects at

least 3 generations, beginning with one's maternal and paternal grandparents. The genogram should address as a minimum: names, occupations, deaths (types of death- natural, suicide, homicide, war), marital relationships (i.e., strong, strained, separated, divorced); substance abuse, spiritual/religious history, education, crises/trauma, emotional tone, etc.

CPE 200-Family Integration Paper (created by Dr. Dallas Speight) Based on the insights gained from presenting one's family genogram, students are to demonstrate additional insight and integration of key themes identified from the genogram. The following questions are designed to help guide you through this exercise.
1. What key themes and issues were identified from the genogram?
2. What additional issues have I discovered about myself and my family of origin since presenting my genogram?
3. What themes or issues are the most difficult for me to discuss?
4. What themes or issues that I would prefer to discuss?
5. Have I started to work on the themes and issues discovered? If so, how am I seeking to integrate them into my personal life?
6. How am I seeking to integrate what I am learning into my pastoral ministry?
7. How would you describe your relationships with your parents and siblings through the various stages of growth? Provide examples.
8. Would you say that you were nurtured, felt warmth of relationship, emotionally supported? Provide examples
9. Do you recall feeling worried about your childhood circumstances or feeling angry at circumstances or at those closest to you? Were there watershed moments you recall? How did they affect you?
10. Did any of the above influence your behavior into adolescence and adulthood?

CPE 300- (Pastoral Care Topic): Students will identify a pastoral care topic of interest and have it approved by the CPE Supervisor during Week 1.
Pastoral Care Topic: The topic should be of interest to the student but also be somewhat unfamiliar. In other words, this is the time to develop awareness and competency in a topic that one has little or no knowledge.

The student will select a PowerPoint template of his/her choosing and develop a visually appealing presentation.

1. Researched: The presentation must demonstrate the pastoral topic has been thoroughly researched using a minimum of 5 scholarly sources, texts, and peer-reviewed journal articles dated within the past five years.

2. Application: Insights gained from the research must be appropriately applied for practical consideration as a pastoral care provider.

3. Include a bibliography and citations.

Learning Contract: Students are expected to develop a learning contract for the semester. The learning contract is an expression of one's learning goals for the unit, which must be written using the prescribed form, and presented to the CPE supervisor during the first weeks of each unit. In writing your learning goals, it may be helpful for you to think of "What do I hope to learn? What are my personal and professional learning needs and goals? How will my learning be measured and evaluated?"

Case Presentations (Verbatim): Verbatim is a format that is used to present pastoral encounters in a structured way for use during individual and/or group supervision. The written verbatim captures the essential ideas within a conversation; however, for our teaching purposes, they are not recorded but written from the student's memory soon after a conversation. A specific format will be provided in the *CPEI Student Handbook*.

Verbatim Reflection: After a verbatim case presentation, the student will write a personal reflection on the feedback provided by peers and Supervisor-Educator and present it at the next formal group session:

Weekly Reflections: The weekly reflection is a maximum 1-2-page paper which focuses briefly on the previous week's experiences and is used to evaluate its significance for one's learning process. Students are to share feelings and concerns that impact them as a person and as a pastoral care providers. The paper should be personal and candid. Areas that may be reviewed include relationships, teaching-learning process, self-awareness, theology/spiritual/religious issues and themes, and readings.

Evaluations and Assessment: Students will complete Mid-term and Final Evaluations, which are learning events in and of themselves. Evaluations will be double-spaced, typed essays limited to eight (8) pages*.* While Evaluations can be used to mark the time in a unit, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what they have learned so far in a unit. In addition, an internship coordinator will be asked to submit an assessment.

Group and Individual Supervision: Students will meet regularly in group supervision. The purpose of these meetings may vary, to include: (a) sharing devotions, (b) presentation of didactic materials, (c) a review of one's pastoral encounters, as well as a time (d) students receiving and offering support, clarification, and confrontation/challenge to develop their understandings of themselves, and to cultivate their skills in providing spiritual care and perceiving group dynamics.

Students will also initiate time with their CPE Supervisor-Educator to discuss items such as learning goals, clinical and critical events that they have experienced, and any other personal or professional issues that affect their spiritual caregiving.

Course/CEUs Hours
Calculating Course Hours Requires the Completion of 400 hours (100 and 300). Below you can identify the course hours. Course hours are based on clock hours (60 minutes).

Course Texts

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach.* Westminster John
    Knox Press, 2006. ISBN: 978-0-664-22684-8

Kelly, Ewan. *Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care.* T&T
    Clark International. 2012. ISBN: 978-0-567-28328-3

ACADEMIC INTEGRITY

Academic integrity is essential. Therefore, students are to avoid any academic dishonesty
such as plagiarism or falsifying information.

Week	Session Content	Assignment Due
1	Review *CPEI Student Handbook* & Course Requirements Group Process /Participation (Supervision)	
2	Devotional Didactic: Understanding Self as a Pastoral Care Provider Self-Awareness Activity- Group Process	Devotional Self-Awareness Activity Reading: Kelly, Intro, Ch 1 Reading: Doehring, Intro, Chs 1, 2
3	Devotional Self-Awareness Activity Weekly Reflection 1 Group Process	Devotional Self-Awareness Activity Weekly Reflection 1
4	Devotional Case Presentations (Verbatim) Group Process Learning Contract	Devotional Case Presentations (Verbatim) Weekly Reflection 2 Learning Contract Reading: Kelly, Chs 3, 5
5	Devotional Case Presentations (Verbatim) Group Process /Participation (Supervision)	Devotional Case Presentations (Verbatim) Weekly Reflection 3 Reading: Doehring, Ch 3
6	Devotional Didactic: Action/Reflection Process Case Presentations (Verbatim) Group Process	Devotional Weekly Reflection 4 Case Presentations (Verbatim)
7	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 5 Case Presentations (Verbatim)
8	Mid-Unit Evaluation Didactic: Introduction to Pastoral Care Group Process	Mid-Term Evaluation Case Presentations (Verbatim)
9	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 6 Case Presentations (Verbatim) Reading: Kelly, Chs 4, 6

Week	Session Content	Assignment Due
10	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 7 Case Presentations (Verbatim) Reading: Doehring, Chs. 4, 7
11	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 8 Case Presentations (Verbatim)
12	Devotional Didactic: Family Systems Theory Case Presentations (Verbatim) Group Process	Weekly Reflection 9 Case Presentations (Verbatim) Reading: Doehring, Chs. 5, 6
13	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 10 Case Presentations (Verbatim) Reading: Kelly, Chs 7, 8
14	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 11 Case Presentations (Verbatim)
15	Devotional Case Presentations (Verbatim) Group Process	Weekly Reflection 12 Case Presentations (Verbatim) Internship Site Coordinator Assessment
16	Final Unit Evaluation	Submit Final Unit Evaluation

Syllabi for SEC 600

Course Description
The CPE Supervisory education program is designed to assist students in gaining the knowledge and skills needed to make a lasting difference in the lives of others by the advancement of one's supervisory practice. Through the supervisory education program students learn to develop critical thinking, supervisory, and leadership skills. Each course consists of 100 hours of the observation and practice of supervision, and 300 hours of ongoing reading, writing, and developing one's ability in the practice of supervision.

Learning Activities
Supervisory courses will focus on the following elements:

SEC 600- provides the supervisory student the opportunity to develop an awareness of the supervisory process, the observation of supervisory practice, an awareness of the supervisory literature related to the fundamentals of supervision, exposure to various theories of human development, group dynamics and the management of CPE and self-care issues.

SEC 700- provides the supervisory student the opportunity to expand awareness, the development of one's human-development theory of pastoral supervision, an awareness of adult learning theories, multicultural dynamics in supervision, and the integrative practice of supervision.

SEC 800- provides the supervisory student the opportunity to actively engage in the practice of supervision by integrating supervisory theory, developing of one's adult learning theory of supervision, which includes multicultural and group issues, addressing ethical issues in supervision, and the ongoing practice of supervision and self-care.

SEC 900- provide the supervisory student to present one's theology of pastoral supervision, and the submission of final papers related to pastoral supervision (human-development, adult learning (multiculturalism and group dynamics) as well as demonstrate ability to integrate one's Pastoral Model of Supervision.

SEC 1000- addresses key issues for the Supervisory Candidates II in claiming their personal and professional identity as a Supervisor-Educator, demonstrating the ability to identify, interview, and select students for a course of CPE, prepare the course syllabus, write evaluations, and conduct the course in accordance with CPEI Standards.

SEC 600 Learning Outcomes
SEC 601: To define the meaning of pastoral supervision.
SEC 602: To identify a theory of human development and group dynamics.
SEC 603: To define critical concepts of supervision, i.e., transference, countertransference, parallel process, resistance, etc., in the practice of supervision.

SEC 604: To recognize the importance of the supervisory relationship for consultation and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.

SEC 605: To observe/practice CPE supervision.

SEC 606: To recognize the need to assist in student development and evaluation.

SEC 607: To identify supervisory ethical issues.

SEC 608: To recognize the dynamics related to administering a CPE program.

SEC 609: To recognize the need for reflection and self-care.

SEC 610: Initiate contact with the Training Supervisor and peers for consultation and support.

Evaluations and Assessment: Students will complete a final evaluation.

Group and Individual Supervision: Supervisory students will meet regularly in group supervision for observation and the practice of supervision. Supervisory students will also arrange for ongoing supervision and consultation with their training supervisor-educator throughout all courses (SEC 600-900).

Course/CEUs Hours

Calculating Course Hours Requires the Completion of 400 hours (100 and 300). Below you can identify the course hours. Course hours are based on clock hours (60 minutes).

Recommended Course Texts for SEC 600

Bernard, J. M., & Goodyear, R. (2019). *Fundamentals of clinical supervision,* (6th Ed). Pearson.

Benefiel, M., & Holton, G. (Eds). (2010). *The soul of supervision: Integrating practice and theory*.

Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development, *Human Resource Development International, 13*:1, 111-120, DOI: 10.1080/13678861003589099

Campbell, J. (2000). *Becoming an effective supervisor.*

Ekstein, R., & Wallerstein, R.S. (1958). *The Teaching and Learning of Psychotherapy.* International Universities Press.

Kiweewa, J.M., Gilbride, D., Luke, M., & Clingerman, T. (2018). Tracking growth factors in experiencing training groups through Tuckman's Conceptual Model. *The Journal for Specialists in Group Work, 43*(3), 274-296.

Schultz, D., & Schutz, S. E. (2018). Theories of personalities (11th Ed.). Cengage Learning.

Yalom, L.D., & Lesczc, M. (2005). *The theory and practice of group psychotherapy,* (5th ed.). Basic Books.

Academic integrity is essential. Therefore, students are to avoid any academic dishonesty such as plagiarism or falsifying information.

Week	Session Content	Assignment
1	Review *CPEI Student Handbook* & Course Requirements Group Process /Participation (Supervision)	Introduction to CPE Supervision
2	Group Observation and Practice of Supervision *Theory of Pastoral Supervision-Supervisory Curriculum*	Benefiel & Holton, Ch. 5
3	Group Observation and Practice of Supervision	Bernard, J. M., & Goodyear, Ch. 1
4	Group Observation and Practice of Supervision	Campbell, Ch 1
5	Group Observation and Practice of Supervision	Bernard, J. M., & Goodyear, Ch. 2
6	Group Observation and Practice of Supervision	Discussion: What is Pastoral Supervision Quiz
7	Group Observation and Practice of Supervision *Group Dynamics*	Bonebright, 2010. Article Kiweewa et al. (2018) Article
8	Group Observation and Practice of Supervision *Group Dynamics*	Yalom (2005)
9	Group Observation and Practice of Supervision *Group Dynamics*	Yalom (2005)
10	Group Observation and Practice of Supervision *Group Dynamics*	Yalom (2005)
11	Group Observation and Practice of Supervision *Theories of Human Development-*Psychodynamic Theories	Theories and Theorists' *Freud-Psychoanalysis, Applied Psychology and Psychodynamic Influences* *Jung-Analytical Psychology* *Adler-Individual Psychology* *Horney-Neurotic Need* *Psychodynamic Model of Supervision*

Week	Session Content	Assignment
12	Group Observation and Practice of Supervision- *Theories of Human Development Lifespan (Developmental) Theories*	Theories and Theorists' *Erickson-Lifespan Developmental Theory* *Loganbill et al.-Developmental Theories of Supervision* *Stoltenberg et al.-Integrated Development Model (IDM)*
13	Group Observation and Practice of Supervision *Theories of Human Development-* Humanistic and Other Theories	Theories and Theorists' *Maslow- Humanistic Approach* *Rogers- Self-Actualization* *Bowen-Systems*
14	Group Observation and Practice of Supervision *Integrated Autobiography*	Integrated Autobiography Submission
15	Group Observation and Practice of Supervision *Self-Care*	Self-Care Practices
16	Final Unit Evaluation	Submit Final Unit Evaluation

<div align="center">

Letter for Awarding Partial or No CPE Credit
Compliance with Course Requirements

</div>

Dear [Student]
Date [ ]
RE: Non-Compliance with CPEI Requirements

Expectations
Per CPEI Policy 115, "Discipline, Dismissal, Extension or Leave of Absence," and CPEI Process 218, "Informing Students of the Criteria to Receive CPEI Credit and IACET CEUs" the following actions have been taken.

Based on your performance the following actions have been taken:

Discipline: A reminder of the course requirements for one or more of the following actions checked below. This could result in receiving a low score on one's final evaluation and the failure to allow for reenrollment in a course.

Dismissal: Students may be dismissed from the CPE program for actions such as: Failure to meet financial obligations as outlined in CPEI's policies and processes. Failure to abide by internship policies. Failure to abide by CPEI policies and processes such as Policy 110: Anti-Discrimination and Harassment.

	The failure to have access to a computer, internet, and be present and visible during group and individual supervision**.**
	The failure to fulfill tuition requirements.
	The failure to maintain a secure and confidential setting.
	The failure to participate regularly in group and individual supervision.
	The failure to adhere CPEI policies and processes.
	The failure to adhere to the Internship Guidelines and policies.
	The failure to fulfill the required 400 hours per course.
	The failure to abide by the CPE or Supervisory Requirements and CPEI's Code of Professional Ethics.
	The failure to submit a final evaluation.
	The failure to complete the post-course assessment.

You have the right to appeal this decision if you can demonstrate in writing the fulfillment of the requirements unmet. The appeal must be submitted to your CPE Supervisor-Educator. If you are not satisfied with the result, you may file an official complaint with the Ethics Committee. https://form.jotform.com/222913208653151

Respectfully,
You are not required to agree with this decision, but please confirm receipt by signing below.

Signature of Student / Date

Links to Updated Final Evaluation Forms for Students and Supervisors-Educators

(Intern Clinical Log and Internship Coordinator Assessment)

The following links are also included in Populi and should be uploaded in Populi when completed. ***Supervisors-Educators should only use Jotforms for Final Evaluations.***

Student Evaluation Forms for CPE 100-400	
CPE 100	https://form.jotform.com/223425136867157
CPE 200	https://form.jotform.com/223575062585158
CPE 300	https://form.jotform.com/223574653454158
CPE 400	https://form.jotform.com/223574749398171
CPE Student Final Evaluations Prepared by Supervisory Candidate *These are prepared by the Candidates and Reviewed by the Training Supervisor Before being released to the student.*	
CPE 100-SC	https://form.jotform.com/223175503498157
CPE 200-SC	https://form.jotform.com/222344817061148
CPE 300-SC	https://form.jotform.com/222344606428151
CPE 400-SC	https://form.jotform.com/222345167311145
Training Supervisor-Educator Evaluation Forms for SEC 600-900	
SEC 600	https://form.jotform.com/213554792319159
SEC 700	https://form.jotform.com/213546084743155
SEC 800	https://form.jotform.com/221183137448152
SEC 900	https://form.jotform.com/221183743785159
Supervisory Candidate SEC 600-900 Final Evaluation Forms	
SEC 600	https://form.jotform.com/223575032197154

SEC 700	https://form.jotform.com/223575571747163
SEC 800	https://form.jotform.com/223575254020145
SEC 900	https://form.jotform.com/223575704172153
Internship (Clinical) Log and Internship Coordinator Assessment	
Student Log Link:	https://form.jotform.com/230694810898166
Internship Coordinator Assessment:	https://form.jotform.com/221883126508154

Caring for the World Through Pastoral Education

Supervisor-Educator's Final Evaluation
CPE 100

Student	JOHN DOE
Supervisor-Educator	T. Smith
Supervisory Candidate I	M. Todd
Dates of CPE Course	01-09-2022- 05-06-2022
CPEI Affiliate #	3000
CPEI Student ID #	201511111

This evaluation is a confidential document containing observations and reflections of the student named above and their educational experience during this course of Clinical Pastoral Education. It will only be released with the student's written permission. This evaluation should be read in conjunction with the student's final self-evaluation in order to receive a full picture of the educational process.

Introduction of the Student
John is a 55-year-old Caucasian male enrolled in CPE 100, his first course. He is married to Mary, with three children, a daughter, Mary, and two sons, Raymond. and Robert. John has a wide range of work and ministry experience. He has served as a police officer, director of development, pastor, and now a hospice chaplain. He holds educational degrees from Baylor University (Bachelor of Science), Gateway Seminary (Master of Divinity), and is currently pursuing a Doctor of Ministry (D.Min.) from Gateway Seminary. John is affiliated with the United Methodists.

Student's Internship Assignment(s)

John works for Mercy Hospice in Raleigh, NC, which is a not-for-profit organization with an average daily census of 500 hospice patients. Mercy Hospice also cares for about 350 palliative care patients. Mercy has a staff of 10 chaplains, and John is responsible for an average of 50 patients, which requires bi-weekly visits or at least assessments, as well as regularly participates in the interdisciplinary team.

CPE Program Description

The CPE group was conducted using a web-based video and telephone connection. Participants, including the Supervisor, were in Colorado, Florida, Georgia, Louisiana, Minnesota, and North Carolina. The unit focused on a variety of topics and discussions, including pastoral care, theological integration and reflection, ministry of presence, ministry to dementia patients, and the action/reflection process. The residents read and discussed Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care by Ewan Kelly. Three new students presented their genograms, and two-second unit students presented a family integration paper, and a third-unit student presented an insightful didactic on ministry to dementia patients. Throughout the unit, each student presented verbatims, meditations or theological reflections, verbatim and weekly reflections, and participated in individual and group supervision.

Student's Learning Goals

Personal: to explore the impact an emotionally distant father has impacted the manner in which he relates to others and to focus on self-care.

Professional: to develop the ability to identify and hopefully begin to use a spiritual assessment and to develop the ability to make effective use of peer group and individual supervision.

Peer Group

The group benefited from a gender mix; three women and two men along with a male Supervisor-Educator and a female Supervisory Candidate. Each student was enrolled in an intensive unit. The Group experienced a diverse faith background: Non-Denominational, The Church of Jesus Christ of Latter-Day Saints, Trinity Full Gospel Fellowship, and Southern Baptist. Four students began the course, but one student dropped in week one due to health issues.
HS is part of The Church of Jesus Christ of Latter-Day Saints in GA. HS holds an educational degree from Georgia Southwestern State University (BS in Psychology). HS has been serving her community as a Compassionate Service Leader through her home church for ten years. HS and her husband also own a tent rental business, which serves their community and connects them with many ministry opportunities. HS is someone in her community who people seem to be drawn to when they are having a difficult time. She ministers wherever she goes.
JD is a husband and dad to two grown children. Tom is ordained and a member of the American Association of Christian Counselors (AACC). Additionally, Tom serves in his church's Prayer and Care Ministry. His internship site included a local hospice which allowed him more than 20 hours per week.
SL is a 30-year-old divorced female with no children. SL is ordained and a member of a non-denominational congregation and holds a master's degree in pastoral counseling from

Liberty University. SL's internship was at the Live Oak Christian Counseling Center and a local hospice.

Supervisor/Educator Evaluation Legend			
Exemplary *(Exceeded to Nearly Exceeded)*	**Competent** *(Met to Nearly Met)*	**Developing** *(Making Progress to Making Some Progress)*	**Minimally:** *(Addressed Learning Outcomes)*
Points (100-96=A+) Points (95-91=A)	Points (90-86=B+) Points (85-81=B)	Points (80-76=B-) Points (75-71=C+)	Points (70=C)

The student demonstrates the ability:	Exemplary	Competent	Developing	Minimally	Total Values
1. Add the point value to the far-right column using a (Decimal) between each figure as needed, e.g., 10., 9.9, 8.9, etc. ***2. Add comments below each CPE Outcome.***	Point Values 0 or 9.5	Point Values 9.0 or 8.5	Points Values 8.0 or 7.5	Point Values 7.0	Post Values Below
CPE 101: To identify concepts in self that influence one's pastoral care.	☐	☒	☐	☐	9.0
John presented his genogram in this first course of CPE and appeared to have gained insight into the influence his family has had on his development as an individual as well as the manner in which he functions. For example, he recognized that experiencing the fact that his father was emotionally distant that he had adapted similar behaviors that he was not aware. He has agreed to explore additional ways as to how this has impacted his ability as a pastoral care provider. Although this was not one of his original goals, this changed after the issue became apparent.					
CPE 102: To describe the elements of an initial pastoral visit.	☒	☐	☐	☐	9.5
Although John has a variety of work experiences, his work as a hospice chaplain has challenged him in many ways. For example, his initial case studies (verbatims) identified him as going through a series of learned behaviors when making a pastoral visit. He would ensure he had the correct patient by identifying their name, asking about their religious background, their level of pain, and whether their needs were being addressed, and then depart. That has started to change as he has gained insight into the manner in which he realizes that a pastoral visit, especially the initial pastoral should include more					

than going through a series of pre-determined questions. He commented that the LMS Modules related to this learning outcome were also extremely helpful.					
CPE 103: To recognize specific cultural, gender, and spiritual needs among individuals and groups.	☐	☒	☐	☐	8.5
John cares deeply about individuals but seemed to struggle in relating to individuals from diverse cultural backgrounds. According to what he stated, the fact that others have a non-Christian faith has created challenges for him.					
CPE 104: To describe personal and professional challenges and growth opportunities in the group and individual supervision.	☐	☒	☐	☐	9.0
John has utilized both group and individual supervision well. I especially appreciate him coming to both contexts always prepared to learn and engage with others.					
CPE 105: To identify a variety of spiritual assessment options.	☐	☒	☐	☐	9.0
John reported that using a spiritual assessment was new to him it also became something that he grew to appreciate and has started using one regularly. He identified FICA as his method of choice.					
CPE 106: To define the difference between embedded and deliberative theology.	☐	☒	☐	☐	8.5
Although John struggled initially in working with these two concepts, he finally came to the point that he recognized the benefit and has worked to integrate them into his ministry.					
CPE 107: To define personal and pastoral authority and the impact it has on one's ministry.	☐	☐	☒	☐	7.0
John is a rather timid individual. He likes pleasing others and as a result of the genogram gained insight into how his family history has impacted his personal development.					
CPE 108: To identify critical ethical/medical issues in pastoral care and the role of pastoral advocate.	☐	☐	☒	☐	8.0
Although he appears willing to engage in his role as a pastoral advocate, he did not experience any specific events that allowed him to intervene.					

CPE 109: Effectively accesses one's peer group for consultation and support.	☐	☐	☒	☐	8.0
Initially, John was apprehensive and shared only when probed by his peer group or supervisors, but eventually began to take risk and share more of himself.					
CPE 110: Effectively accesses one's CPE Supervisor for consultation and support.	☐	☒	☐	☐	8.5
John likes to please as stated earlier and has high regard for authority figures; therefore, he seemed to struggle when he was challenged by his supervisors.					
TOTAL POINT VALUES					85
FINAL GRADE					B (85-81)
Supervisor/Educator's Final Comments					
As noted above, this was John's first course of CPE. Considering that, I was pleased with his willingness to engage his areas for growth. He had stated his learning goals as follows: personal: "to explore the impact an emotionally distant father has impacted the manner in which he relates to others and to focus on self-care. Professional: • to develop the ability to identify and hopefully begin to use of peer group and individual supervision." I believe he has made significant development in both areas. Although he identified an emotional distance from his father, little did he realize how much other areas of his early development have impacted him. I encourage him to continue exploring these issues in his Family Integration Paper in CPE 200 as well as take more risks in his internship site and peer group.					

Summary

This evaluation reflects the student's ability to engage the standards, objectives, and expected outcomes for Clinical Pastoral Education as set forth by the Standards for *Clinical Pastoral Education International (CPEI)*. The student has had the opportunity to review this final evaluation and is free to add an addendum to this document. This document will be on file with the center for seven years in accordance with CPEI Standards and will not be released to anyone without permission.

I certify the student has successfully met the requirements for one course of Clinical Pastoral Education as certified by Clinical Pastoral Education International *(CPEI). This evaluation should be read in conjunction with the student's final self-evaluation in order to receive a full picture of the educational process.*
Signatures and dates are required! *By entering your name via a keypad, mouse, or other device constitutes your signature, acceptance, and agreement as if actually signed by you in writing and has the same force and effect as a signature affixed by hand.*

CPE SUPERVISOR-EDUCATOR	DATE

| Tim Smith | 5/8/2022 |

Appendices

Policy 101-Admissions and Enrollment Policy

Policy: Admissions Policy outlines the qualifications, interview and approval process, and evaluation of equivalencies.
Purpose: To outline CPEI's admissions and enrollment policy
Scope: This policy applies to CPE Supervisors-Educators and Students
Date Developed: April 2020
Date Reviewed: 09/04/2021;10/1/2021; 01/20/2023

Qualifications

- *Non-Discrimination:* CPEI will not discriminate based on race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, sexual orientation, age, or disability and will provide an environment from harassment. Applicants may include but are not limited to seminarians, ordained clergy, elders, deacons, licensed clergy, eucharistic ministers, nurses, social workers, and counselors.
- *Disabilities:* CPEI aims to remove barriers that might prohibit equal access to services for persons with disabilities. This may include providing reasonable accommodations where appropriate. Individuals are responsible for notifying CPEI of the need for accommodation. Upon doing so, you may be asked input or the type of accommodation you believe may be necessary or the functional limitations caused by your disability. Submit this form for consideration: https://form.jotform.com/221634650675155
- *English:* Applications and Transcripts must be submitted in English.

Admission of Special Interest Student Applications

- Students may apply for one course of CPE or Supervisory Education. Typically, these applicants are fulfilling educational requirements for a theological degree or faith group requirements.

CPE Students

- A minimum of a high school diploma or equivalent. Students without formal theological training are eligible and are encouraged to review the requirements for certification.
- Be able to speak, read, and write English. Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through the following for admission. TOEFL iBT Practice Tests (ets.org). Undergraduate- A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), Masters- A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT).

Supervisory Students

- A graduate degree (36 hours minimum) for Associate Supervisor-Educator) and (72 hours for CPE Supervisor-Educator) in theology or a related discipline. Individuals who do not meet the minimum requirements may submit for a review of educational equivalencies. https://form.jotform.com/210548219528155
- Four courses of Clinical Pastoral Education (1600 hours)
- Personal maturity and a history of professional competence.
- Board Chaplain Certification or approval within the first year of supervisory education.

Admission Process

- Each Affiliate organization has its own Populi Application for CPEI. The application includes questions such as:
  - Source of one's contact with CPEI.
  - Specific Affiliate Name.
  - Certificate Program or Couse selection (CPE 100-400 or SEC 600-900).
  - Demographic data on the student.
  - Professional ministry experience.
  - Faith group affiliation/ordination.
  - Educational background.
  - Reference information for personal and faith
  - Identification of potential internship sites.
  - Required essays.
  - Agreements to tuition and fees and electronic signature.
- The student completes and submits the application.
- A fully completed application and a accept/decline form will be emailed automatically to the Affiliate Organization.
- Supervisor-educator will review, interview, and accept or decline the student.

- The accept/decline form will be automatically emailed to CPEI's Registrar for acceptance, and the student is automatically emailed a copy of the acceptance or denial letter within 10 days of approval for the current term. Students denied acceptance may appeal the decision by using the following form: https://form.jotform.com/220305852768156

- Once the enrollment form is received, the Registrar enrolls the student in the course, a student ID# is automatically assigned, and the student receives information on how to log in to the course.

Transfer and Equivalencies Process

Transfer of Credit and Equivalency Education Experience Approval Process

- Students may submit official transcripts from another Clinical Pastoral Education organization or educational institution indicating the completion of previous CPE courses or units or an Education Experience Approval Process.
- Supervisor-educator will review the materials and approve or disapprove. No more than 25% of the program (CPE or Supervisory CPE) is allowed for transfer or equivalency.
- A copy of the transcript and approval letter will be maintained in the student's file.

Assessment Approval Process for Equivalency Education/Experience

Individuals conducting the equivalency process will use this form.
https://form.jotform.com/222144847180151

The approval process is based on the Council for Adult and Experiential Learning's (CAEL)

Ten Standards of Assessment for Prior Learning Assessment.

- Standard 1: Credit or competencies are awarded only for learning and not for experience or time spent.
- Standard 2: Assessment is integral to learning because it leads to and enables future learning.
- Standard 3: Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- Standard 4: The determination of credit awards and competence levels are made by appropriate subject matter and certification experts.
- Standard 5: Assessment advances the broader purpose of equity and access for diverse individuals and groups.
- Standard 6: Institutions proactively provide guidance and support for learners' full engagement in the assessment process.

- Standard 7: Assessment policies and procedures result from inclusive deliberation and are shared with all constituencies.
- Standard 8: Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
- Standard 9: All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.

- Standard 10: Assessment programs are regularly monitored, evaluated, and revised to respond to institutional and learner needs.

Criteria for Interviewing CPE and Supervisory Applicants

CPE Students
- Demonstrates spiritual and emotional maturity.
- Articulates one's ability to respond to individuals in crisis or other ministry needs.
- Self-motivated and the ability to engage in an action/reflection mode of learning.
- Demonstrates the ability to engage one's supervisor/educator and peer group for learning.
- Describes the ability to learn how to minister to persons of all faith groups and cultural backgrounds.

Supervisory Students
- Demonstrates spiritual and emotional maturity.
- Articulates one's educational goals.
- Self-directed and highly motivated.
- Demonstrates the ability to research and write in an academic style.
- Describes the ability to provide ministry to persons from all faith groups and cultural backgrounds.

Policy 102-Financial Matters

Policy: The financial policy describes fees, payment schedules, refunds, stipends, scholarships, cancellations, etc.
Purpose: To outline the guidelines for payment of fees, payment schedules, refunds, etc.
Scope: This policy applies to CPEI Affiliate Organizations, CPE Supervisors-Educators, and Students.
Date Developed: April 2020
Date Reviewed: 09/04/2021;10/01/2021; 08/07/2022; 01/20/2023

Maintaining Financial Records

- All CPEI financial records are maintained indefinitely by electronic means.
- Accounting records are maintained in Quickbooks.
- Student financial records are maintained in Populi.

Guidelines for Receiving Invoices

- Vendors, Staff, Faculty, and others must submit an invoice to CPEI for payment.
- The invoices for reimbursement must include a copy of any receipts.

Guidelines for Payments of Vendors, Faculty, Etc.

- CPEI will provide payments within 15-30 days of receiving an invoice.
- CPEI will provide faculty and CPEI Affiliates a monthly payment from tuition received minus enrollment, administrative, and refund fees.
- Supervisor educators who are considered adjunct faculty and receive payments from CPEI will be required to submit a Form W-9 to CPEI and will receive a 1099.

Guidelines for Payments to Affiliates

- Supervisor educators who work for an affiliate will typically be paid by the affiliate.
- The faculty fee will be paid by CPEI to the affiliate organization, which will, in turn, pay their supervisor educator.

Payment of Tuition and Fees

- All student tuition and fees are to be submitted through CPEI's payment site.
- Tuition and fees are due in full the first week of the course.
- Failure to pay tuition and other fees in full is considered a drop of the course.
- All Supervisors-Educators and Supervisory Candidates are required to address the issue of tuition payment at the time of the CPE applicant's admission interview so that the applicant is clear regarding their responsibility to pay tuition.
- The Tuition payment policy is acknowledged by the student in the enrollment agreement.

Cancellation and Tuition Refunds

Student's Responsibility: Students must submit in writing or email a request to withdraw or cancel enrollment to the CPEI Supervisor-Educator.

- A student withdrawing within five days of enrollment or prior to the course beginning will receive a full refund of monies paid minus the enrollment fee.
- Students must submit in writing or email a request to withdraw to the CPEI Supervisor-Educator.
- Students canceling or withdrawing after the course begins are subject to refunds based on the guidance below.
- Students may keep any textbooks, notebooks, handouts, or other material given to them during their time enrolled for their personal use and are not expected to return nor pay for them.

Supervisor-Educator Responsibility: The Supervisor-Educator will immediately email the CPEI Registrar (Adminasst@cpei.us) upon learning of the student's desire to withdraw. Information to be included in the email needs to contain the name of the Affiliate, the Students' Name and ID#, Term Enrolled and the name of the course (CPE 100, 200, etc.).

Registrar Responsibility: the registrar will cancel or withdraw the student immediately upon receiving the request and submit any refund the student is due within 30 days of request.

Refunds: The amount of refunds is based on the tuition paid, minus the enrollment and administrative fee. The administrative fee is included in the tuition. Refunds are then calculated on the guide below.

Intensive Courses (10-14 Weeks)

Percentage of Tuition Refund Minus Enrollment and Administrative Fees	
After *Week 1*	80%
After Week 2	60%
After Week 3	40%
After Week 4	20%
After Week 5	0%

Refund Example: A student who withdraws from the CPE program after Week 3 but before the end of Week 4 will receive the following refund reimbursement, minus the enrollment and administrative fee. Total Tuition and Fees paid- $1199 and $75 enrollment fee. The administrative fee is calculated into the tuition amount. Refund to student: (40%) of tuition paid $480.00, minus the enrollment and administrative fees ($380.00).

Extended Courses (15-24 Weeks)

Percentage of Tuition Refund Minus the Enrollment and Administrative Fee.	
After *Week 1*	80%
After Week 2	70%
After Week 3	60%
After Week 4	50%
After Week 5	40%
After Week 6	30%
After Week 7	20%
After Week 8	10%
After Week 9	0%

Refund Example: A student who withdraws from the CPE program after Week 5 but before the end of Week 6 will receive the following refund reimbursement minus the enrollment and administrative fee. Total Tuition and Fees paid- $1199 and $75 enrollment fee. The administrative fee is calculated into the tuition amount. Refund to student: (40%) of tuition paid $480.00, minus the enrollment and administrative fees ($380.00).

The Administrative Assistant maintains a list of refunds, cancellations, etc., and informs the appropriate supervisor-educator.

Student Name	Course Enrolled	Start Date of Course	Cancellation, Withdrawal, or Drop Date.	Refund Amount	Date Paid	Person Approving

Discounts/Scholarships Policy

Any discounts allowed in CPEI or Affiliate promotional materials must be stated for a specific time related to a specific promotion. Discounts may also be allowed to specific identified groups.

Scholarships are not available through CPEI. However, students may confer with their respective CPEI Affiliates for information regarding potential scholarships. A scholarship through an affiliate means that the affiliate will cover the tuition due by the student (either partially or completely, depending on the Affiliate scholarship available).

Financial Aid

CPEI does not participate in Federal Financial Aid Programs (Title IV Pell Grants, Perkins Loans, etc.) due to the extensive administrative requirements.

Truth in Lending Act Disclosure

- CPEI agrees to not disclose credit card information to anyone outside the person who holds the card.
- CPEI does not provide loans or extended payment plans to students.
- Tuition is expected to be paid prior to or within the first week of the course. No discount is provided for early payment.

<h1 align="center">Policy 103-Maintaining Records</h1>

Policy: CPEI's policy for ensuring privacy and issuance of records.
Purpose: To identify guidance for ensuring the privacy, maintenance, and release of records.
Scope: This policy applies to CPEI Staff, Supervisors-Educators and Students.
Date Developed: April 2020
Date Reviewed: 10/11/2020, 12/12/2020;10/1/2021;11/18/2021; 08/07/22; 01/20/2023

Students' Responsibilities
Students are responsible for maintaining copies of their administrative, financial, and training records, which include but are not limited to CPEI Course Certificates, CPEI Course Evaluations (Student and Supervisor/Evaluations), CPEI CPE Application Materials, CPEI Certification Application Materials.

Supervisors-Educators' Responsibilities
Supervisors-educators are to maintain student records in Populi.

Release of Student Training Records
Student records and transcripts will only be released with signed consent from the student and fees paid. The request form can be accessed via
https://form.jotform.com/210565176099159

Security of Student Records
Student records are maintained in Populi.

Maintaining CPEI Records
Administrative Records- CPEI maintains all administrative records in the Administrative Folder in SharePoint. Access is limited to Administrative Staff. List of Records Maintained

- CPEI Bylaws and Corporation Documentation
- Tax Reports and Filings
- Liability Insurance Documentation
- Executive Committee Agendas and Minutes
- CPEI Manuals and Handbooks
- Student Refund Records
- Vendor Invoices

Policy 104-Complaints, Grievances, and General Appeals

Policy: A policy outlining the complaint, grievance, resolution, and general appeals policy.
Purpose: To outline CPEI's complaint, grievance, resolution, and appeal policy.
Scope: This policy applies to all CPEI Certified Supervisors-Educators and Students.
Date Developed: April 2020
Date Reviewed: 10/1/2021; 12/7/2021; 10/1/2022; 01/20/2023

Definitions

1. A complaint is an informal issue of a perceived conflict, which should be resolved at the lowest level.
2. A grievance is a formal concern that is presented in writing and signed and involves an alleged violation related to the CPEI Code of Professional Ethics. The grievance must specify the standard or process that is an alleged violation.
3. General Appeals-refers to issues that may include a dispute regarding certification review or approval or similar matters.

Guiding Principles

1. Complaints and general appeals are encouraged to be resolved at an informal level, face-to-face, and in a spirit of collegiality and mutual respect.
2. Complaints or allegations that do not involve CPEI Standards or the CPEI Code of Professional Conduct but occur in a business, organization, or institution must first be reported to them according to their policies. This would include workplace harassment/abuse (sexual, verbal, physical, emotional).
3. Even if a complaint is filed with the organization that involves CPEI CPE, a report shall be reported to CPEI through the CPEI Complaint/Grievance Form located on the CPEI website.
4. Complaints that are not resolved at the informal level can be elevated to a formal written and signed grievance. The grievance must include the specific CPEI Code of Ethics Standard allegedly violated.
5. Complaints or allegations that cannot be resolved at the local level shall be reported to the CPEI Ethics Committee Chair.
6. Confidentiality is of utmost importance. Persons involved in an investigation, mediation, fact-finding, and record-keeping shall respect the confidentiality of all parties as far as possible without impeding the pursuit of truth or violating state laws.
7. Persons that have a bias or conflict of interest will be removed from any aspect of the process.

Submission of a Grievance

A grievance is submitted in writing within 30 days of the alleged incident and submit the complaint to the CPEI Affiliate Director. https://form.jotform.com/220305852768156

The form must include the following:

1. The date of the incident.
2. Description of the issue with any relevant information. Note specific alleged violations of the CPEI Code of Professional Ethics.
3. Describe any efforts taken to resolve the issue.
4. Signed by the person submitting the complaint.

Seeking a Resolution

The CPEI Affiliate Organization Director will seek to resolve the issue and provide a response within 30 days of receiving the complaint unless an agreeable solution cannot be reached.   If there is a failure to reach a solution, the complaint/grievance can be submitted to the CPEI Chair of Ethics and Compliance for review.

CPEI Chair of Ethics Responsibilities

The ethics chair and an appointed consultant will conduct an initial inquiry via a telephone or internet live connection within 30 days of the filed complaint/grievance.

1. The ethics chair will notify in writing the response of the review, and if an agreeable solution has been reached, the matter will be settled.
2. If an agreeable solution has not been reached, the Ethics Chair will appoint a mediator to facilitate discussion between the parties involved. This will occur within 30 days of the initial inquiry's final action.
3. If mediation does not bring a resolution to the issue, a formal review panel will be initiated. The Chair of the Ethics Committee will appoint a 3-person panel and invite all parties involved to participate at their own expense. After hearing the evidence and deliberating, the panel shall make a final decision and provide it in writing to the student within 10 days of the review.
4. The decision of the ethics and compliance committee is final.
5. A copy of the complaints and actions taken will be retained for a period of seven years.

Determination of Outcome

At the conclusion of the review process and deliberations, the review panel will reach one of three decisions:

1. There was no violation of the CPEI Code of Professional Ethics, Standards, Policies, or Processes.
2. There was no violation of the CPEI Code of Professional Ethics, Standards, Policies, or Processes, but areas of concern were raised regarding the practices and conduct of the accused. These areas may be addressed in written form that may give suggestions or best practices to avoid future complaints or misunderstandings. The written

document is not considered a disciplinary action by the review panel but an area the accused may seek guidance.

3. There was a violation.

Enforcement When a Violation is Determined

When it has been determined that a violation of the CPEI Code of Professional Ethics, Policy, or Process has occurred, it is incumbent upon the review panel to recommend one of several options to the Ethics Committee for a final decision:

1. Verbal consultation with the Ethics Committee Chair or designated person.
2. Letter of Notation that describes the complaint and resolution. The letter is placed in the individual's CPEI personnel file.
3. Letter of Warning that describes the complaint, actions that need to be taken, and consequences if not followed.
4. Probation of certification and/or accreditation. The probation will identify the complaint, actions needed to occur, the time limit of probation, and consequences if not followed.
5. Suspension of certification and/or accreditation. The individual and/or program will be suspended for a determined period and will be unable to conduct training until the stipulations and requirements by CPEI are met and verified. This may also include suspension from any CPEI committee(s) or leadership position(s).
6. Removal/Withdrawal of certification and/or accreditation. The removal of certification would occur only under extreme circumstances that would be detrimental to others, self, and CPEI. This would be the most severe decision made by the Ethics Committee.

Appeals Process

1. A member placed on suspension or the withdrawal of a certification by the Ethics Committee may appeal to the Chair of the Certification Committee, who will select a committee of four (4) other CPEI members who will sit on the Appeal Panel.
2. The appeal must be sent by registered mail to the Executive Director and Chair of the Certification Committee within 30 days of the Ethics Committee's decision. Mail to:

    Executive Director
    P.O. Box 9166
    Fleming Island, FL 32006

    The grounds for appeal must be either:

    a. The individual was not granted the time or opportunity to present relevant evidence within the time permitted that could have significantly altered the outcome.
    b. There were irregularities in the proceedings that could significantly change the outcome.
3. The Appeal Panel will hear the evidence presented and, after deliberation will report on their findings. If there are grounds for appeal, the Appeal Panel can take one of the following actions:

a. Dismiss the original complaint and findings and set aside the action taken by the Ethics Committee.
b. Uphold the findings but modify the findings and sanctions.
c. Re-open the investigation (with the original investigators) and request additional information.
d. Uphold the original findings and sanction.

Resolution Outside CPEI
Complaints may be filed with the accrediting organizations.

Policy 105-Discipline, Dismissal, Extension or Leave of Absence

Policy: A policy describing the mechanism in which CPEI Supervisors-Educators or Administrative staff must take disciplinary action in the form of dismissal, extension of a student or allow for a leave of absence from the CPEI CPE program.
Purpose: To declare CPEI's policy to the discipline, dismissal, extension or leave of absence of students.
Scope: This policy applies to CPEI Affiliate Organizations, Supervisor-Educators, and students.
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 12/7/2021; 01/20/2023

Expectations

Students are expected to conduct themselves with professional, personal, and ethical integrity in every aspect of CPE training. This includes following the CPEI Code of Professional Conduct and the expectations set forth in an internship site.

1. Be respectful and tolerant of differing opinions in the learning and internship environment.
2. Be informed of the course and internship expectations. If you do not know or understand, ask.
3. Be punctual and on time in all aspects of the CPE program, including the internship responsibilities.
4. Be prepared with the course expectations. Only present work that is current and not that from a previous course, e.g., verbatims, should not be any older than two weeks.
5. Demonstrate ethical and professional behavior in the course and internship activities.
6. Pay tuition and other fees on time.
7. Demonstrate academic honesty in the presentation of one's work.
8. Maintain confidentiality with all material shared in and outside the group.

Discipline/Dismissal

Students found to be guilty of the above infractions will result in disciplinary action depending on the severity and pattern of behavior in consultation with the parties involved as deemed appropriate: supervisor-educator, internship coordinator, CPEI Ethics Chair, CPEI Executive Director.

1. Probation: The student will be counseled, and a written discipline report will become part of the student's file.
2. Limited or no credit: The student will receive partial or no credit for the course.
3. Dismissal from the program.

Extension Request

1. CPE Students are required to submit in writing to their CPEI Supervisor-Educator a request for an extension to complete the course internship requirements. Issues for consideration include a death in the family, hospitalization, etc. students may request an extension.

2. Supervisory Education Students are required to submit in writing to their CPEI Training Supervisor-Educator a request for an extension to complete the course requirements for Supervisory Candidate I (12-18 months) and Supervisory Candidate II (6 to 12 months) to complete.
   a. CPEI Training Supervisors can grant up to six months extension for Supervisory Candidate I and Supervisory Candidate II.
   b. Extension requests beyond the additional six months must be submitted in writing by the CPEI Training Supervisor to the Certification Committee for approval.

Leave of Absence Request

1. Health Issues: Due to the nature of the online environment and the requirement to complete internship hours, students may request a leave of absence from the program. The request must be submitted in writing to the CPEI Supervisor-Educator and supported by a doctor's note. The supervisor-educator will submit approval to the CPEI Administrative staff to indicate:
   a. Length of time for an approved request.
   b. Partial course credit. The supervisor-educator has the authority to award ½ course credit if 200 hours, of course, have been successfully completed.
   c. Tuition that has been paid in full can be applied to another course or refunded based on CPEI's tuition policy.
   d. Copies of the actions are maintained in the student's academic file.

2. Military Leave of Absence: In accordance with the Federal and state laws any member of the military who is ordered to guard or federal duty may request a leave of absence unless they can fulfill the requirements of the courses as an online student. To request a military leave of absence, the following actions are required.
   a. Students must submit a copy of the military orders.
   b. Length of the time requested must be approved by the supervisor-educator for approved request.
   c. The supervisor-educator will submit approval to the CPEI Administrative staff - educator that has been paid in full and can be applied to another course, or CPEI will work with the student to discuss possible solutions.
   d. Copies of the actions are maintained in the student's academic file.

Policy 106-Students and Supervisor-Educator Rights and Responsibilities

Policy: A policy addressing staff, students, and supervisor-educator rights and responsibilities.
Purpose: To declare CPEI's policy for identifying student rights and responsibilities.
Scope: This policy applies to Supervisor-Educators, CPEI Affiliate Organizations, and Students.
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

CPE and Supervisory Student Rights
1. Have his or her rights respected and protected and be treated with respect.
2. Receive quality clinical and educational experiences.
3. Experience an environment conducive to learning.
4. Experience an environment free from sexual harassment and other forms of harassment.
5. Participate in planning his or her learning experience.
6. Receive professional assessment in an atmosphere of care.
7. File a complaint or grievance and receive due process.
8. Expect a safe and clean working environment.
9. Have knowledge of their financial commitment
10. Receive a course syllabus.

CPE and Supervisory Students' Responsibilities
1. Establish a safe and respectful working environment.
2. Enroll and pay the fee for each subsequent CPE Course.
3. Engage regularly in group and individual supervision.
4. Participate in and take responsibility for his or her own learning.
5. Maintain absolute confidentiality in the peer and supervisory group.
6. Maintain active participation in the internship site.
7. Accomplish the course requirements.
8. Protect client, parishioner, and family rights' confidentiality.
9. Be professional and ethical in service to clients, families, staff, and volunteers.
10. Be punctual and present for all scheduled group and individual supervisory sessions.
11. Demonstrate awareness and application of professional and personal boundaries.
12. Be responsible for tuition and required fees.

Supervisory Candidate Responsibilities
1. Enroll as a Supervisory Candidate in each subsequent supervisory education course.
2. Complete LMS Modules during the respective course that one is enrolled.
3. Remains in consultation with one's Training Supervision until one has been certified as a CPE Supervisor.
4. Completes Supervisory Education (Supervisory Candidate I and II) in a maximum of 24 months

5. Supervisory Candidate I-SEC 600-900 (12-18 months)
   a. Submits a Model of Pastoral Supervision-
      https://form.jotform.com/212134626891153
   b. The model is not to exceed 3- pages double spaced and include citations and references.
   c. A brief (1-2 page) insightful autobiography which highlights one's selection, journey, and understanding of self as a CPE Supervisor.
   d. Identification and application of a human development theory related to pastoral supervision.
   e. Identification and application of an adult learning/educational theory, group supervision, and multicultural awareness related to pastoral supervision.
   f. Identification and application of theological insights related to pastoral supervision.
   g. Submission of a brief (30-minute maximum) video or PowerPoint with Voiceover, which provides a personal description of one's theoretical and theological approach to supervision.
   h. Evidence of ecclesiastical endorsement.

6. Supervisory Candidate II: (6 months).

   a. Upon completion of the requirements, which include the LMS Modules, the Candidate demonstrates the ability to organize, manage, and supervise a solo course of CPE. This requires identifying, interviewing, and accepting students, creating a syllabus, and conducting individual and group supervision and evaluations

   b. Submits a 10–15-minute video segment of one's individual and group supervision of the solo course.

   c. Submits the following:

      1) A written narrative for each individual and group video tape. The narratives should *not exceed five pages double-spaced* for each video and include the following:
      2) One's understanding and respect for the cultural dynamics, learning styles, religious history/theology, and psychosocial patterns of development of the students enrolled in the solo course.
      3) Perception of one's strengths and limitations as a supervisor leading the solo course as well as an explicit description of one's pastoral supervision theory and theology in action.
      4) A copy of the solo course's syllabus.
      5) A copy of the student and supervisors' final evaluations of the solo course.

6) Submits the Supervisory Candidate II Application. https://form.jotform.com/212635626982160. Upon submission, the Certification Committee will contact you with additional information.

Staff and Supervisor-Educator Responsibilities

The administrative staff and supervisors-educators are committed to the student's success as the focus of our learning has been established to the adult learner. Based on research adult learners:

1. Need to know why and what they are learning.
2. Self-concept of the learner-autonomous and self-directing.
3. Prior experience of the learner.
4. Readiness to learn- life-related and developmental task
5. Orientation to learning- problem-centered and contextual.
6. Motivation to learn-intrinsic value and personal payoff.

Because of these insights and the specific theoretical positions that guide the work of interacting with adult learners the following guidelines aid in this process from the supervisors-educators.

1. Create a safe learning environment.
2. Encourage participation while respecting the learner.
3. Provide structure but allow for flexibility.
4. Affirm the students' contributions and presentations.
5. Allow time for reflection and critical thinking.
6. Challenge students to explore new approaches and opportunities.
7. Demonstrate respect for the individual, their learning style, and experience.
8. Be open to different perspectives.

Furthermore, the supervisors-educators provide ongoing encouraging and supportive feedback to ensure student success. It is also understood that mid-course evaluations are designed to aid in mid-course corrections and the final evaluations are not designed to be punitive, but to provide a unique perspective to affirm the student for they have accomplished and provide guidance for future courses or certification.

Policy 107-Distance Education and Internship Requirements

Policy: A policy identifying the requirements for distance education and the internship requirements.

Purpose: To declare CPEI's policy for defining distance education and the internship requirements.

Scope: This policy applies to CPEI Affiliate Organizations, CPE Supervisor-Educators, and students.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

CPEI Requirements

Clinical Pastoral Education International (CPEI) requires the completion of 400 hours (100 group and independent learning) and an internship (300 hours). The internship hours are designed to foster and improve pastoral care skills as well as personal and pastoral awareness and identity.

Definition of Distance Education and Internship

CPEI draws on the definition of distance education proposed by the U.S. Department of Education, which states that educational programs use one or more technologies, "1. The internet; 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; 3. Audio conferencing; or 4. Other media used in a course in conjunction with any of the technologies listed" (DEAC Accreditation Handbook, 2022, p. 6). Furthermore, the instruction (supervision) involves "regular and substantive interaction between the students and the instructor or instructors (supervisor-educators) to support students, either synchronously or asynchronously"(DEAC, 2002, p. 6).

In keeping with our mission, CPEI provides "quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent pastoral clinicians and supervisory educators." Hybrid is an educational program in which students and supervisor-educators meet face-to-face for group and individual supervision, and students complete the remaining hours in independent study and the completion of their internship (clinical) hours. Online is an educational program in which the supervisor-educators and students use an online modality to complete group and individual supervision, and students complete the remaining hours spent in independent study and the completion of their internship (clinical) hours.

Student Requirements

Students are required to complete 300 hours of internship.

1. Internship sites can include one or more of multiple sites: hospital, hospice, law enforcement, nursing home, mental health facility, counseling center, etc.
2. Guidelines for the Internship are available in the Student and Supervisor-Educator's Handbook as well as our website- CPEI-Internship-Handbook.012022.docx (live.com)

3. Memorandum of Understanding is available on our website: CPEI-Internship-MOU.12.2021.docx (live.com)

Background Check Requirements

1. Students will be required to provide evidence of a current background check unless covered by the Internship site.
2. Students living outside the United States are not required to provide a background check but are encouraged to do so.
3. Recommended Affordable Source: Clear Checks- https://clearchecks.com/order-report

<div align="center">Contact Hours Record Sample Activities</div>

The following is an example of documented hours for an Intensive 12-Week Term.
CPE 100-400 (12 weeks)

Activity	Assignments	Estimated hours for the average student
Experiential Learning Synchronous Learning (Group/Individual Supervision)	Group Supervision: students engage the supervisor-educator and peers in group supervision and presentation of written work, i.e., verbatims (case studies), learning contracts, journaling, evaluations, etc.), didactic presentations, etc. (3 hours per week).	36
	Individual supervision: students schedule time with the supervisor-educator to discuss issues related to one's personal and professional development.	12
	TOTAL: (12 weeks x 4 hours per week) = or 48 of 100 hours 48%	48
Independent Study/Activities) Asynchronous learning (Preparation Outside of Class)	Completing LMS Modules	8
	Writing Verbatims or Case Studies	8
	Writing Verbatim Reflections	6
	Writing Weekly Reflection	12
	Time spent reading texts or journal articles.	6
	Preparing Presentations (Genograms, Teaching Sessions, etc.)	6
	Writing Mid-Course Evaluation	2
	Writing Final-Course Evaluation	4
	TOTAL: 52 hours of 100 hours (52%)	52
Internship (Self-Directed Learning)	Self-Directed Internship training focuses on self-awareness and the development of personal and pastoral identity and skills (25 hours per week)	25
	TOTAL: 25 hours x 12 Weeks=300	300
Overall Total	Should be at least 400 hours per course. 100 hours (Group/Individual Learning and Outside Class = 25% 300 hours (Internship) = 75%	400

Total Hours per week = 33.5 for 12 weeks.
Student Log Link: https://form.jotform.com/223173409188156

Policy 108- Teach-Out Requirements

Policy: A policy outlining the process for the completion of training in the absence of a Supervisor-Educator or closure of a CPEI Affiliate Organization.

Purpose: To declare CPEI's policy, ensuring quality education and continuity of training in the absence of a Supervisor-Educator.

Scope: This policy applies to CPE Supervisor-Educators, CPEI Affiliate Organizations, and Students.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 3/4/2022; 01/20/2023

CPEI's Commitment

Clinical Pastoral Education International (CPEI) "commits that all students who are enrolled in CPEI will receive the training or education under the terms of their commitments, including receiving all learning materials and student services on a timely basis, any subsequent change in this organization's accredited status or any other circumstances notwithstanding.

With the understanding that the intent of this commitment is to assure that all students enrolled by CPEI before and during its period of accreditation will have the opportunity to complete their programs regardless of future circumstances, it is firmly resolved that the letter and spirit of this commitment will be fulfilled."

Teach-Out Plan Contains

1. A listing by name, student ID number, email address and telephone number, the CPEI course of enrollment.
2. The financial status of all students (tuition payments, refunds due, etc.)
3. List of CPEI Affiliate Organizations or Supervisors-Educators that would be available to provide supervision to the students in the absence of Supervisor-Educator or closure of a CPEI Affiliate Organization.
4. Assurance that student records have been safely secured with CPEI's Record-Keeping folders and that any hard copies be identified for safely securing.
5. Students informed of how to access records via transcripts through CPEI.
6. Plan to instruct how students will be able to continue their training via online or residential programs.
7. Plan of how students will be notified of the potential closure or departure of one's Supervisor-Educator.
8. Statement of any additional charges for tuition in the event a student enrolls in another CPEI Affiliate Organization.
9. Description of how refunds will be distributed should a student choose not to transfer to another CPEI Affiliate Organization.

10. The name, address, email, telephone number, office address and other pertinent information for the person or person(s) acting as a liaison during the period of transition.

Commitment to CPEI Students and Supervisors-Educators to Fulfill Training

1. A minimum of three (3) and a maximum of nine (9) students are required for a CPE course.
2. A course in progress that has students withdraw thus dropping the number of enrollees below 3, has the following options.
   a. Option 1: A course that has a minimum of three students and one student withdraws the course will continue with the remaining students. The refund and cancellation policy applies.
   b. Option 2: For a course with a minimum of three students and two students withdrawing, the course will not continue. The Supervisor-Educator will consult with other ongoing CPE groups to confirm whether the remaining student can join them to complete the training; otherwise, the student will be reimbursed the full amount and allowed to enroll in the next course. The Supervisor-Educator will determine if sufficient time has occurred to award a minimum of ½ course credit.

Policy 109-Technology Requirements and Support

Policy: A policy outlining the requirements and support for technology and responsible behavior.

Purpose: To declare CPEI's policy for technology and ensure individuals respond professionally.

Scope: This policy applies to CPEI Affiliate Organizations, Supervisor-Educators, and Students.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 3/4/2022; 01/20/2023

Technology Requirements

All students must have access to a computer for the distance learning experience in small groups and individual supervision as well as to engage the Library Resources on CPEI's website and to participate in the LMS Modules per each course.

1. A computer or tablet with a high-speed internet connection
2. Video camera
3. Audio connection.
4. Access to Videoconferencing, e.g., Zoom, Microsoft Teams, etc.
5. Access to LMS

Technology Support

1. The Supervisor-Educator for each course is responsible for assisting within the scope of their expertise to engage the small group via the online account used, i.e., Zoom.
2. Matters related to computer issues, website connections, webcam etc., are beyond the scope of the Supervisors-Educators and will require the student to seek professional assistance outside CPEI. (NOTE: Visible participation via the webcam is required for students participating in the Zoom meetings).
3. Response for most inquiries is handled within 24 hours.
4. LMS access and support: techsupport@cpei.us
5. Library access and support: adminasst@cpei.us

Professional and Confidential Behavior

Since CPEI utilizes distance education as its primary format, it is incumbent upon the Supervisor-Educators and the students to conduct themselves professionally.

1. Be punctual and on time.
2. Be prepared.
3. Ensure your computer, webcam, and speakers are operational before each meeting.
4. Dress appropriately-business casual is a good rule of thumb.
5. Remain engaged. Avoid checking email, completing assignments, searching the internet, sleeping, etc.

6. Confidentiality
    a. Students and Supervisor-Educators must maintain confidentiality with all material shared in and outside the group.
    b. Students and the Supervisor-Educators must locate a confidential location in which to conduct CPE. Family members, pets, television, or radio noise, etc. can be both a distraction and interruption to confidential discussions.
7. Consent: Supervisors-Educators must request written permission to record student activity, whether during individual or group supervision.
https://form.jotform.com/213393735570156
8. Meals
    a. Avoid eating meals in front of one's group.
    b. Eating snacks is acceptable if one is not disruptive.

Policy 110-Anti-Discrimination and Harassment

Policy: A policy outlining the requirements to avoid discriminating and harassing behavior.
Purpose: To ensure that all participants are informed and acknowledge the Anti-Discrimination/Harassment Policy.
Scope: This policy applies to CPEI Affiliate Organizations, Supervisor-Educators, and Students.
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Guidelines

1. CPEI is committed to providing an environment free from harassment and other forms of discrimination to its students, members, or certified persons.
2. CPEI will not tolerate harassment of any nature, which includes but is not limited to sexual harassment, unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature."
3. CPEI will ensure all applicable CPEI policies and processes are listed on our website and CPE Handbooks.
4. Failure to comply will result in a referral to the CPEI Ethics Committee for investigation and recommendation.

Policy 111-Disclosure of Propriety interest or Dual Relationships

Policy: CPEI Supervisors-Educators will disclose to students' proprietary interest any products, devices, or materials and the potential for a conflict of interest or dual or multiple relationships.

Purpose: To declare guidance for declaring CPEI's policy regarding the avoidance of proprietary interest or conflict of interest.

Scope: This policy applies to all Supervisors-Educators or Supervisory Students.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Definitions

1. Propriety or conflict of interest exists when an individual has the ability to control or influence the content of an educational activity and has a financial relationship with a commercial interest, the products or services of which are pertinent to the content of the educational activity.
2. Dual relationships or Multiple Relationships refer to situations in which multiple roles exist between a Supervisor-Educator and a student. Examples of dual relationships are when the student is also a friend, family member, employee, or business associate of the Supervisor-Educator.

Requirements

1. CPEI Supervisors-Educators will disclose personal interests in any products, devices, or materials that may be used in any CPEI Course.
2. CPE Supervisor-Educators will disclose to students the actual, perceived, and potential conflict of interest or dual/multiple relationships.
3. Failure to comply will result in a review and action by CPEI's Ethics and Compliance Committee for resolution.

Policy 112-Intellectual and Legal Property Rights

Policy: CPEI will comply with the Fair Use Law regarding the Use of Intellectual and Legal Property Rights (Copyright).
Purpose: To provide guidance on Intellectual and Legal Property.
Scope: This policy applies to certified members of CPEI.
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Definitions

1. "Copyright is a form of intellectual property law, that protects original works of authorship, including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. Copyright does not protect facts, ideas, systems, or methods of operation, although it may protect the way these things are expressed." https://www.copyright.gov/help/faq/faq-protect.html
2. CPEI will abide by the Fair Use Law with regard to the use of Intellectual and Legal Property. https://www.copyright.gov/fair-use/more-info.html
3. Mandated in the Fair Use Law mandates, Supervisor-Educators include:
    a. Purpose: Does the use meet the educational objectives/outcomes of the portions used?
    b. Amount: Are the materials used limited? Materials should be limited to brief works such as a single chapter of a book, an individual article from a journal, etc.
    c. Effect: Does the use harm the current market value or sale of the copyrighted material?
    d. Cited: Materials used in any resources (printed, web, etc.) must be clearly cited.

Requesting Permission

1. Request to use copyright materials/resources must be submitted and maintained on file.
2. Requesting permission identify:
    e. The specific item requested for use.
    f. The purpose of the use.
    g. The author, title, and the number of copies.

Policy 113-Professional Liability Coverage

Policy: To declare a requirement to maintain professional liability insurance coverage.

Purpose: To provide guidance on maintaining coverage.

Scope: This policy applies to CPEI supervisors-educators and students.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Requirements

1. CPEI provides Professional Liability Insurance to students and supervisor-educators that are actively enrolled and abiding by CPEI standards.
2. Professional Liability Insurance Coverage is provided by Healthcare Providers Insurance Coverage in the amount of $1 Million and $5 Million.

Policy 114-Educational Curriculum Requirements and Qualifications

Policy: To declare the qualifications for the education curriculum.
Purpose: To provide guidance on following the requirements for the educational curriculum.
Scope: This policy applies to CPEI curriculum.
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023.

Requirements

The Education Committee is responsible for the effective development of course materials to be used in live instructor-led, hybrid, and online e-learning formats. The educational designer will utilize adult learning methodologies to facilitate students in acquiring knowledge and skills in an effective manner. Basic skills include, but are not limited to:

1. An understanding of adult learning models and process education
2. Ability to design and evaluate assessments.
3. Experience with using technology as a learning tool.
4. An understanding of cultural and religious dynamics
5. A theological background is preferable.
6. Awareness of the continued need for deeper reflection based on synchronous and asynchronous learning.

Instructional Designer Qualifications and Duties

Instructional designers include the ability:

1. To envision a course.
2. To conduct research.
3. To map the course and sketch lessons.
4. To identify technology that matches.

Course Developers Qualifications and Duties

Course developers include the ability:

1. To create lesson plans per modules.
2. To create content per lessons.
3. To develop learning activities and resources.
4. To update course content.
5. To test and launch a course.

<center>**Policy 115-Course Content Review**</center>

Policy: The Education Committee will review the course curriculum to ensure quality, relevance, currency, effectiveness, and applicability.

Purpose: To provide guidance for reviewing the course content/syllabi to ensure it maintains a level of quality and is current, useful, and applicable.

Scope: This policy applies to CPEI course designers.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Actions

1. Share a copy of the course curriculum, course objectives and outcomes, post-course assessment summaries, and other information with members of the Education Committee and the Education Advisory Committee in October to determine gaps, needs, and revisions in the course content.
2. Recommend changes, additions, or modifications to the Executive Committee Committee for review prior to submission of the ELC approval in November.
3. Make changes in CPE handbooks and LMS modules, distribute to all CPE Supervisors-Educators of approved changes and develop didactic or other educational resources by January.

Creation of New Programs or Courses

1. Use the Curriculum Development Manual as a guide.
2. Solicit feedback from prospective users, students, and others to determine the need for a new program or course.
3. Based on feedback, enlist subject matter experts (SMEs) to develop the new program or course.
4. Submit the revised program or course curriculum to the Executive Committee for approval.
5. Train the new program or course for a minimum of 12 months.
6. Submit approval for accreditation.

<h1 style="text-align:center">Policy 116-Confidentiality and Student Records</h1>

Policy: CPEI's policy regarding matters related to confidentiality, consent, and release of information. **Purpose:** To declare CPEI's policy related to matters of maintaining and releasing confidential information.

Scope: This policy applies to all certified members of CPEI and staff.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 12/6/2021; 01/20/2023

Confidentiality and Student Records, including student academic and application records used for student verification, are to be handled with strict confidentiality with limited access to those whose jobs may require access.

Securing Confidential Information and Records (See Policy 103)

Student records are confidential and must be kept in a secure and protected location. CPEI retains student records is Populi folders which are secured by assigning access to individuals needing access relative to their job performance.

Requirements

1. Student records are protected under the Family Educational Rights and Privacy Act (FERPA). As such, CPEI staff and supervisors-educators are limited to academic or educational records pertinent to the performance of their jobs. All parties have a responsibility to protect the confidentiality of academic/educational records regardless of the medium by which they are accessed.
2. Student records are to be maintained securely and not released without the student's written consent.
3. Student verification process. CPEI requires students to submit a copy of their driver's license or government-issued identification as part of the application process. This, along with the CPEI student identification number are used to confirm student identity. This information is also protected and remains part of the student file.

Release of Confidential Documents

Students may request a release of documents under the following conditions.

1. An appropriate consent to release confidential information is submitted by the student. The form for this use is as follows:
   https://form.jotform.com/210565176099159
2. Information that can be released:
   a. A copy of the students' final evaluations.
   b. A copy of the supervisor-educator's final evaluations of the student.
   c. Certificates of Completion.
   d. Transcript of one's academic record.

Policy 117-Student Integrity, Academic Honesty, and Academic Appeals

Policy: CPEI's policy regarding matters related to student integrity, academic honesty, and an academic appeal process.

Purpose: To declare CPEI's policy related to matters of student integrity, academic honesty, and an academic appeal process

Scope: This policy applies to all students, certification applicants, certified members of CPEI and staff.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 12/6/2021; 01/20/2023

Expectations

CPEI publishes clear, specific policies related to student integrity, academic honesty, and the right to appeal. Students are provided a copy of this policy and are expected to read and sign it in accordance with the Memorandum of Agreement-Students Rights and Responsibilities located in the section "Course Syllabus and Other Forms."

Students are expected to conduct themselves with professional, personal, and ethical integrity in every aspect of CPE training. This includes following the CPEI Code of Professional Conduct and the expectations set forth in an internship site.

1. Be respectful and tolerant of differing opinions in the learning and internship environment.
2. Be informed of the course and internship expectations. If you do not know or understand, ask.
3. Be punctual and on time in all aspects of the CPE program, including the internship responsibilities.
4. Be prepared with the course expectations. Only present work that is current and not work from a previous course, e.g., verbatims, should not be any older than two weeks.
5. Demonstrate ethical and professional behavior in the course and internship activities.
6. Pay tuition and other fees on time.
7. Demonstrate academic honesty in the presentation of one's work, which includes not plagiarizing another person's work and reporting only the number of hours involved in an internship.
8. Maintain confidentiality with all material shared in and outside the group.

Discipline

Students found to be guilty of the above infractions will result in disciplinary action depending on the severity and pattern of behavior in consultation with the parties involved as deemed appropriate: supervisor-educator, internship coordinator, CPEI Ethics Chair, CPEI Executive Director.

1. Probation: The student will be counseled, and a written discipline report will become part of the student's file.
2. Limited or no credit: The student will receive partial or no credit for the course. (See Appendices)
3. Dismissal from the program.

Appeal Process

Students have the right to appeal the decision made by a supervisor-educator regarding academic matters. For example, if a student receives a grade lower than they expected or does not receive credit for the course, the following steps must be followed. The appeal will be handled by CPEI's Ethics Committee, and the decision of the Ethics Committee is final.

1. Submit the CPEI Academic Appeal Form, which is complete with clear and concise information regarding the appeal as well as the desired outcome. https://form.jotform.com/222913208653151
2. An academic appeal must occur within 60 days of the end of the course.
3. Acknowledgment they have read policy 117 and agree to abide by the decision of the Ethics Committee.

Policy 118-Progressing Academically Through CPE Programs

Policy: CPEI's policy regarding successful movement through the educational process of CPE and Supervisory CPE.

Purpose: To declare CPEI's policy related to matters moving successfully through training.

Scope: This policy applies to all students and certified supervisors-educators.

Date Developed: April 2020

Date Reviewed: 12/20/2020; 12/6/2021; 01/20/2023

1. **Educational Expectations:** A course of CPE and Supervisory CPE requires a minimum of 400 hours. Each course must be moved through progressively, which requires the completion of LMS Educational Modules. The structure of the Courses varies on intensive units (10-12 weeks) to extended Courses (12-26 weeks).

2. **Successful Completion:** Course objectives and learning outcomes are designed for each course to assist in the student's ability and motivation to meet the learning goals.

3. **Evaluative Policies:** CPEI focuses on the personal and professional development of the student through engagement in small group and individual supervision, completion of weekly activities, and the student's participation and submission of clinical work.

   a. Supervisors-Educators provide ongoing formative feedback on a weekly basis and summative feedback at the end of the course via a final evaluation.

   b. The evaluation tools are specific to each course, i.e., CPE 100, 200 are designed to provide students with a Likert scale response as to how the Supervisor-Educator feels the student met the learning outcomes as well as comments related to each outcome.

   c. Grades are assigned based on the overall performance of the student.

Letter Grade	Points	Category	Evaluation
A+	100-96	Exemplary	Exceeded Learning Outcomes
A	95-91	Exemplary	Nearly Exceeded Learning Outcomes
B+	90-86	Competent	Met Learning Outcomes
B	85-81	Competent	Nearly Met Learning Outcomes
B-	80-76	Developing	Making Progress Toward Learning Outcomes
C+	75-71	Developing	Making Some Progress Toward Learning Outcomes
C	70	Minimally	Minimally Addressed Learning Outcomes

4. **Recognizing Completion:** Students will complete a final evaluation no later than the last day of the course and receive a final evaluation from the CPE Supervisor-Educator (faculty) member within 30 days of the completion of the course.

   a. A certificate of completion will be awarded to recognize the completion and the number of CEUs.

      b. A formal diploma will be awarded to students upon completion of the Certificate of CPE or Certification of Supervisory Education.

5. **Failure to Complete the Learning Outcomes**: Students who fail to meet the minimum standards as outlined above will receive a letter from the Supervisor-Educator as outlined in Process 218.

Policy 119-CPEI's Code of Professional Ethics

Policy: CPEI's policy regarding professional ethics for members and students.
Purpose: To set forth the ethical obligations for individuals certified or members of CPEI.
Scope: This policy applies to all students, certified supervisors-educators, and staff.
Date Developed: April 2020
Date Reviewed: 05/04/2020; 12/9/2021; 07/1/2022; 01/20/2023

CPEI's Code of Professional Ethics is expected to be followed by all students, certified supervisors-educators, and staff. Listed below are the standards, followed by the actions if someone violates one or more of these standards.

I. Common Standards for All (Students, Supervisors-Educators, Staff)

A. Relationship with Ecclesiastical and Professional Institutions
   1.1 Maintain a good standing in their faith group.
   1.2 Abide by the professional practice and teaching standards of the certification organization and the institution.
   1.3 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent an affiliation with any institution.

B. In Relationship with Self, Other Professionals, and the Community
   2.1 Accurately represents one's professional qualifications and affiliations.
   2.2 Exercises stewardship of resources entrusted to their care and employ sound financial practices.
   2.3 Respect the opinions, beliefs, and professional endeavors of colleagues and professionals.
   2.4 Seek advice and counsel from other professionals whenever it is in the best interest of those being served and make referrals when appropriate.
   2.5 Provide expertise and counsel to other professionals in advocating for best practices in pastoral care and pastoral supervision.
   2.6 Seek to establish collaborative relationships with other community leaders, pastoral relationships, and healthcare professionals.
   2.7 Advocates for changes that would honor spiritual values and promote healing.
   2.8 Communicate sufficient information to other professional members and/or pastoral Supervisors-Educators while respecting the privacy of those being served.
   2.9 Ensure that personal behavior does not impair the ability to fulfill professional responsibilities or bring dishonor to the profession.
   2.10 Clearly distinguish between statements made or actions taken as a private individual and those made as a member or representative of CPEI.
   2.11 Monitor for signs of impairment-emotionally, physically, mentally, and spiritually and take the appropriate steps to address such signs.

C. In Advertising and Promotion
   3.1 Represent one's competencies, education, training, and experience relevant to their practice of pastoral care, education, and supervision in an accurate manner.
   3.2 Do not use any professional identification (business cards, letterhead, Internet, or telephone directory, etc.) that is false, misleading, fraudulent, or deceptive.

    3.3 List and claim as evidence only degrees, certifications, and credentials that are earned from recognized educational institutions and/or CPEI Affiliate Organizations.

D. In Research

    4.1 Engage only in research within the boundaries of their competence.

    4.2 Ensure that research activities involving human participants are aware of the research question, design, and implementation.

    4.3 Adhere to informed consent, including a clear and understandable explanation of the procedures, a description of the risks and benefits, and the duration of the desired participation.

    4.4 Inform all participants of the right to withdraw consent and to discontinue involvement at any time.

    4.5 Maintain sensitivity to the cultural characteristics of participants when conducting research.

    4.6 Maintain confidentiality of all research participants and inform participants of any limits of that confidentiality.

    4.7 Use any information obtained through research for professional purposes only.

    4.8 Exercises professional ethics in attributing sources in their research and writing, thereby avoiding plagiarism.

    4.9 Report research data and findings accurately.

E. In Relationship to the Social-Media

    5.1 Recognize that the CPEI Code of Professional Ethics applies to the use of social media.

    5.2 Engage in honest and respectful communication, both professionally and personally, in all Social Media activity.

    5.3 Maintain a clear professional identity and refrain from developing inappropriate social media relationships with students, and other individuals.

    5.4 Do not speak formally or informally on behalf of CPEI when engaging in personal social media activity unless authorized to do so.

    5.5 Be mindful of the privacy and confidentiality of students and others and not engage in the use of social media in any way which may pose a conflict of interest or a breach of another's privacy and confidentiality.

Pastoral Supervisors-Educators, chaplains, members, and student members are aware that social media (for example, Internet, text messaging, email, Twitter, Facebook, blogs, YouTube, LinkedIn, as well as all other forms of electronic/digital communication) influences and informs our daily life and work. We recognize that the World Wide Web records everything that is posted anywhere, anytime and retains this information indefinitely.

II. Standards for CPE Supervisors-Educators and Supervisory Education Students

A. In Relationships with Students and Clients

    1.1 Pastoral Supervisors-Educators understand that "students, clients, patients or parishioners" (refer to the same type of persons served and will be used interchangeably throughout this document) and describe any individual to whom they are providing pastoral supervision or pastoral care.

    1.2 Speak and act in ways that honor the dignity and value of every individual.

1.3 Provide care and supervision that is intended to promote the best interest of students and clients and to foster strength, integrity, learning, and healing.

1.4 Demonstrate respect for the cultural and religious values of those they serve and refrain from imposing their own values and beliefs on those served.

1.5. Acknowledge the imbalance of power in the Supervisor-Educator and student relationship and refrain from exploitation of that imbalance.

1.6 Avoid or correct any conflicts of interest or appearance of conflicting interest(s).

1.7 Refrain from any form of exploitative behavior, sexual misconduct, sexual harassment, or sexual assault in relationships with students and clients.

1.8 Refrain from any form of harassment, coercion, intimidation or otherwise abusive words or actions in relationships with students and clients.

1.9 Safeguard the confidentiality of students and clients when using materials for educational purposes or written publications.

1.10 Respect the confidentiality of information entrusted to them by students and clients when communicating with family members or significant others except when disclosure is required for necessary treatment, granted by client permission, for the safety of any person or when required by law.

1.11 Understand the limits of individual expertise and make referrals to other professionals when appropriate.

1.12 Provide clear expectations regarding responsibilities, appointment schedules, fees, and payments.

1.13 Complete assessments and evaluations for students according to the standards.

1.14 Do not represent the ability to provide supervision beyond one's appropriate level of education and certification.

1.15 Monitor for signs of impairment-emotionally, physically, mentally, and spiritually and take the appropriate steps to address such signs.

B. Video/Audio/Distance Learning Standards

2.1 The use of technology (computers, webcams, etc.) are accepted as an industry standard in a variety of professional disciplines, including CPEI Affiliate Organizations. Pastoral Supervisors-Educators choosing to make use of such a method are to ensure, at a minimum, that participants are knowledgeable as to what is required for participation, how to utilize the required programming, persons are informed when sessions are recorded, and address matters of confidentiality. In addition, the risks and benefits of such use need to be identified.

2.2 Pastoral Supervisors-Educators are authorized to use cameras and/or other technological equipment to record individual and/or group peer sessions for supervision and training purposes only. Recorded data will be maintained only to serve the purpose of supervision and certification, after which it will be destroyed.

2.3 Pastoral Supervisors-Educators will safeguard client rights and confidentiality of recording in a secure setting as well as ensure the participants and Pastoral Supervisor-Educator review and sign a "Consent to Audio or Video Tape" Form

C. Recruitment of Students

Clinical Pastoral Education International follows the Student Recruitment Code of Ethics regarding the recruitment of Students and Supervisor-Educator Students.

1. As a student recruitment representative of an accredited distance education institution, including CPEI Affiliate Organizations, I recognize that I have certain responsibilities toward students, the public, and my institution (CPEI Affiliate Organization). To fulfill these responsibilities, I pledge adherence to this Code of Ethics.

2. I will observe fully the accreditation standards, rules, policies, procedures, and guidelines established by Clinical Pastoral Education International and any other authorized agency.

3. I will adhere to high ethical standards in the conduct of my work and to the best of my ability, will.

   a. Observe the rights of all applicants fully and commit no action that would be detrimental to any applicant's opportunity to enroll because of race, sex, color, creed, or national origin.

   b. Never knowingly make any false or misleading representation to any applicant or use any coercive practices in presenting the information.

   c. Enroll applicants only in the course or courses in which they have expressed their interest, provided they meet the qualifications and standards established by CPEI and my training program.

   d. Provide applicants only the information authorized by CPEI and my training program regarding the occupational opportunities for those who complete training and receive certificates, and never make claims guaranteeing employment, job promotion prospects, or income increases to an applicant.

   e. State accurately and clearly to prospective students the approvals, accreditation, business and employer recognition, and course acceptance requirements.

   f. Provide only full and accurate information on the transferability of completed course credits of CPE that are accepted by other CPE accreditation entities and disclose affirmatively the fact that the acceptance of completed courses is entirely the prerogative of the receiving entity, and acceptance cannot be guaranteed.

   g. Provide prospective applicants only complete and accurate information on the total financial obligation they will be incurring to accept their enrollment application.

   h. Provide students prior to enrolling complete and accurate information about financing options for students and answer any questions.

   i. Never use tuition assistance available from a government agency or other sources as the primary inducement for enrollment.

   j. Refrain always from making any statement or inference that might falsely impugn the integrity or value of any other CPEI Affiliate organization, entity, organization, method of training, or profession.

   k. Discharge faithfully and to the best of my ability, all the duties and obligations and procedures established by CPEI and my CPEI Affiliate Organization for my position and know all my obligations as an CPEI representative.

l. Always reflect the highest credit upon myself, my CPEI Affiliate Organization, CPEI, and the field of distance education, and always strive to enhance the reputation of my profession through my conduct as a representative.

Process 201-Measuring Educational Effectiveness

Purpose: To evaluate the effectiveness of CPEI as an organization in the accomplishments of its overall vision and mission.
Responsible: Administration
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 11/1/2022; 01/20/2023

Action Steps

1. The Executive Committee (EC) is responsible for ensuring the overall effectiveness of CPEI Organizations. Feedback from various committees will assist in this process.
2. Specific processes or actions include an annual review of the mission, strategies for accomplishing the mission, and key indicators as well as the assessment results.
   a. January
      1) The administration submits a review of CPEI's strategic initiatives and institutional effectiveness plan.
      2) Ethics Committee submits a report on CEU compliance.
      3) CORE submits a report regarding the Policy and Process Exam status.
      4) Quarterly Staff/Faculty (Supervisors-Educators) Meetings

   b. March
      1) Quarterly Staff/Faculty (Supervisors-Educators) Meeting

   c. April

      1) The administrate staff submits a review and recommendation regarding the mission and vision to the Executive Committee.
      2) Ethics Committee submits a review of the policies and processes to the Executive Committee

   e. September
      1) Quarterly Staff/Faculty (Supervisors-Educators) Meetings.

3. **Accountability:** Failure to comply will result in a referral to the Executive Committee.

Process 202-Periodic Internal Review

Purpose: To evaluate the continuous quality of the overall CPEI program and the consistent application of the standard.
Responsible: Administration and Assigned Committees
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Action Steps

1. The Education Committee will:
   a. Ensure that a process exists to evaluate and assess the students and others as applicable.
   a. Evaluate students' post-course assessments, course curriculum teaching resources, etc. and submit their findings to the Executive Committee in November annually.
   b. Ensure the applicable handbooks are updated.
   c. Coordinate to ensure the website is updated.
2. The Committee on Review and Effectiveness will:
   a. Review and submit a report to the Executive Committee regarding the CPEI Policies and Processes Exam in January annually.
   b. Evaluate and submit a report to the Executive Committee regarding CPEI Affiliates in November annually.
3. The Ethics and Compliance Committee will:
   a. Review and update policies and processes and provide a report to the Executive Committee in April annually.
   b. Report to the Executive Committee results of the annual CEUs requirements in January annually.

Process 203-Dissemination of Anti-Discrimination & Harassment Information

Purpose: To provide guidance on the review and dissemination of anti-discrimination and harassment information.
Responsible: Ethics Committee
Date Developed: April 2020
Date Reviewed: 12/20/2020; 10/1/2021; 01/20/2023

Action Steps

1. Annually in March, review CPEI's Policy on "Anti-Discrimination and Harassment."
2. Ensure current promotional resources, website, etc., have updated and relevant information regarding this guidance.

Accountability: Failure to comply will result in a referral to the CPEI Administrative Staff for guidance.

Process 204-Instructional and Learning Resources

Purpose: To ensure that instructional and learning resources are available for Educators, learners, and staff.
Responsible: Certified Supervisors-Educators and CEU Instructors
Date Developed: April 2020
Date Reviewed: 10/3/2020, 11/3/2020; 10/1/2021; 01/20/2023

Action Steps

Requirement prior to the training activity.

1. Ensure learning resources and equipment are available.
2. Ensure student handbooks and CEU resources have adequate learning outcomes, and required forms.
3. Ensure students have been informed of any technological requirements.
4. Ensure technological requirements are available and in good working order as needed.
    a. Computer
    b. Projector
    c. Microphone and speakers.
    d. Access to Wi-Fi has been arranged.
    e. Information on access to learning management systems resources, i.e., library, LMS.
    f. Certificates are prepared.
    g. The room is secured and prepared.
    h. Technological resources are prepared and checked.
    i. The syllabi have been developed, disseminated, and discussed.

Steps for presentation at events or activities.

1. The students or participants have been informed of the requirements for earning credit and IACET CEUs.
2. Attendance is required and maintained, especially for CEU activities.
3. Participants sign a consent form if the event is recorded.
4. Certificates of completion are awarded CPEI and IACET logos.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff for guidance.

Process 205-Environment Supports Learning Outcomes

Purpose: To ensure the learning environment supports the achievements of learning outcomes.
Responsible: Certified Supervisors-Educators and CEU Instructors
Date Developed: April 2020
Date Reviewed: 10/3/2020, 11/3/2020; 10/1/2021; 01/20/2023

Action Steps

Classroom Preparation

1. A confidential classroom is secured.
2. Seating and tables are available and formed in a fashion that facilitates interaction.
3. Temperature set to accommodate maximum learning.
4. AV or Technological equipment is in working condition (i.e., Computer, Sound System, Projector, Screen, etc., Wi-Fi, accessible).
5. Teaching Resources are prepared.

Virtual/Distance Learning Requirements

1. Technological requirements for the Educator and Students are disseminated prior to the event:
    a. Computer with a web-camera
    b. Speakers/microphone
    c. Access to Wi-Fi with a high-speed internet connection
    d. Access to a telephone if Wi-Fi connection is interrupted.
2. Handbook and syllabus are disseminated via email, CPEI's Record-Keeping folders, or other forms and discussed.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff for guidance.

Process 206-Dissemination of Course Information

Purpose: To ensure the learning environment supports the achievements of learning outcomes.
Responsible: Certified Supervisors-Educators and CEU Instructors
Date Developed: April 2020
Date Reviewed: 10/3/2020, 11/3/2020; 10/1/2021; 01/20/2023

Action Steps

1. CPEI and Affiliates will disseminate information to the public via the website, brochures, etc., which includes but is not limited to the following:
   a. Description of training offered.
   b. Acceptance and application requirements.
   c. Tuition and payment plans
   d. Learning outcomes.
   e. Requirements to earn a course of training.

3. Student enrollment letters will contain the minimum information.
   a. Tuition, financial requirements, and the cancellation and withdrawal policy.
   b. Requirements to earn credit for CPE / IACET CEUs
   a. Student rights and responsibilities.
   b. Technology support, course requirements,

4. Discuss the following during Day 1 of each course.
   a. Devotional
   b. Introductions
   c. Review the student handbook.
   d. Discuss Course Objectives/Outcomes.
   e. Discuss requirements for earning credit.
   f. Discuss requirements for attendance (group/individual) supervision.
   g. Review the course syllabus and assignments.
   h. Discuss internship (clinical) assignments.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff for guidance.

Process 207-Student Support

Purpose: To ensure that support services are available to the students before, during, and after the CPE learning event.
Responsible: CPEI Administrative Staff, Certified Supervisors-Educators, and Technological Support
Date Developed: April 2020
Date Reviewed: 10/1/2021; 01/20/2023

Action Steps

1. The administrative staff ensures that information regarding the program, etc., is current on all communication resources, i.e., website, promotional materials, etc.
2. Administrative staff responds to admissions, enrollment, Populi, Jotforms, and Transcripts within 24-48 hours.
3. Supervisors-Educators respond to assignment submissions, assessment requirements, grades, etc.) within 48 hours.
4. Technological support is available at Techsupport@cpei.us within 24 hours.
5. Library support and access are available to students to students, and inquiries can be emailed to Adminasst@cpei.us.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff for guidance.

Process 208-Administrative Support for Supervisors-Educators

Purpose: To ensure that adequate administrative support is available for Supervisors-Educators
Responsible: CPEI Administration and CORE
Date Developed: April 2020
Date Reviewed: 10/1/2021; 01/20/2023

Action Steps

1. The Executive Director and the Administrative Assistant are available to ensure support to the Supervisors-Educators prior to, during, and after learning activities. CPEI committees are also available to provide support and guidance.
2. Types of Support:
   a. Student and Supervisor-Educator Handbooks are current.
   b. Didactic-teaching resources.
   c. Feedback from post-course assessments.
   d. Ethics consultation.
   e. Library resources.
   f. Supervisory Connections Groups.
3. Ongoing Support
   a. Education Committee will provide a plan for the development of didactic/teaching resources for supervisors and continuing education activities to ensure compliance with CPEI on an annual basis (See CPEI Curriculum Development Manual).
   b. Education Committee will provide feedback at least once each quarter to the supervisors per the post-course assessments.
   c. Ethics and Compliance Committee will provide ongoing consultation to supervisors and administration regarding potential ethical violations, handling student appeals, and developing and posting insights to supervisors and chaplains regarding ethical issues.
4. Professional Liability Insurance coverage is provided.

Process 209-Assessment of Administrative Staff and Supervisors-Educators

Purpose: To provide guidance for the assessment and evaluation of CPEI staff and supervisors-educators.
Responsible: CPEI Administration and Executive Committee
Date Developed: April 2020
Date Reviewed: 9/29/20; 12/17/20; 10/1/2021; 01/20/2023

Action Steps

CPEI Staff and Supervisors-Educators are assessed and evaluated per the following guidance.

1. Executive Director- On an annual basis (March), the Executive Director will have a review and evaluation by the Executive Leadership Committee (ELC). https://form.jotform.com/212923057012142
2. The administrative assistant- will receive a three-month (90 days evaluation). If, at the end of the 90-day evaluation, either party feels this is not a good fit for CPEI a 90-day notice will be given.
3. An annual evaluation will be conducted with the administrative assistant by the Executive Director on or near the date of employment. https://form.jotform.com/212923071058148
4. All CPE and Training Supervisors-Educators will complete the following requirements:
    a. A Self-Evaluation in November. https://form.jotform.com/212773523222146
    b. CPEI Policies and Processes Exam in November.
5. Evaluation of Supervisors-Educators annual self-evaluation.
    a. Executive Director will review the supervisors-educators annual evaluation.
    b. Committee for Oversight, Review, and Effectiveness will review the accountability of CPEI Affiliates on an annual basis.
6. Executive Committee will review and assess CPEI's Executive Director.
7. Failure to complete the required Continuing Education Hours will result in a referral to the Continuing Education Committee for support and guidance.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff and/or the Executive Committee.

Process 210-Professional Development of Supervisors-Educators and Education Committee

Purpose: To ensure that the Ed. Committee and Supervisors-Educators continue to develop professionally.
Responsible: CPEI Administration, Certification Committee
Date Developed: April 2020
Date Reviewed: 09/30/2020; 10/1/2021; 01/20/2023

Action Steps

1. Professional Development (Continuing Education) Requirements
   a. The Certification Committee handles developing and assisting in the professional development of certified members.
   b. The Ethics Committee is responsible for ensuring certified members meet the annual requirements for professional development (continued education).
2. Professional Development Opportunities
   a. The Education Committee members are responsible for completing a minimum of 1-2 courses annually for professional development relative to course development, design, assessments, etc.
   b. CPEI Supervisors-educators are responsible for a minimum of 1.5 IACET (15 Contact hours) annually. Specific courses requirements include:
      1) Supervisory Skills/Competencies
      2) Ethics and Supervision
      3) Multiculturalism and Supervision
      4) The remaining hours should supplement the continuing professional development as a Supervisor-Educator.
   c. Certified chaplains are responsible for a minimum of 1.0 IACET (10 Contact hours) annually.
3. Recording of Professional Development.
   a. A CEU completion report is available via this link- CPEI Annual Continuing Education and Compliance Form (jotform.com)
   b. The annual report is due in November annually.
4. Funding
   a. Supervisor-Educators are responsible for the funding of their professional development hours.
   b. CPEI has limited funds annually to assist members of the Education Committee to obtain related specifically to the course design, development, assessments, etc.

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff and/or the Executive Committee.

<h1 style="text-align:center">Process 211-Formal Needs Analysis</h1>

Purpose: To describe the process of conducting a needs assessment and identifying gaps in the educational process.
Responsible: Education Committee
Date Developed: April 2020
Date Reviewed: 09/30/2020; 10/1/2021; 01/20/2023

Action Steps

1. Needs Assessment: A systematic process to gather the information that is appropriate and sufficient to develop an effective educational program that will address the groups' needs and wants (gap).
2. Gap: the difference between the current state of "What is" and the desirable or achievable state of "What should be or desired."
3. Methods for Gathering Information for the Needs Assessment:
   a. Indicator 1A: Student post-course assessments provide data on curriculum content.
   b. Indicator 2A: Assessment of students meeting the learning outcomes as represented by scores on final evaluations.
   c. Indicator 2C: Graduation rate of students completing the CPE and Supervisory Educational Programs.
4. Analysis:
   a. Student post-course assessments are analyzed for patterns with a benchmark of 90%.
   b. Assessment of students meeting the learning outcomes as represented by scores on final evaluations. Benchmark 90%
   c. Graduation rate of students completing CPE and Supervisory Education Certificate Programs are analyzed Benchmark: 90%
5. Sharing Results and Recommendations
   a. The Education Committee will collect and analyze the data from the assessments and recommend to the Executive Leadership Committee (ELC) changes and a date for implementation.
   b. Education Committee will communicate to all CPE Supervisor-Educator with a specified date/time for the new recommendations to become active.
6. **Accountability:** Failure to comply will result in a referral to the CPEI Administrative staff.

Process 212-Content Supports Learning Outcomes

Purpose: To ensure that the course content/syllabi logically support the learning outcomes
Responsible: Education Committee
Date Developed: April 2020
Date Reviewed: 10/7/2020; 10/1/2021; 01/20/2023
Action Steps

1. Education Committee is responsible for:
   a. Evaluating course content to ensure it addresses the learning course outcomes.
   b. Enlisting Subject Matter Experts (SMEs) to assist in the development of course content to address the learning outcomes.
   c. Ensuring needs assessments, post-course assessments and other evaluative tools are in place to determine training is being conducted according to standards.
   d. Reviewing and analyzing needs assessments, post-course assessments, and other evaluative tools to determine if changes are needed and recommend changes to the EC.
2. CPE Supervisors-Educators are responsible for:
   a. Instructing students.
   b. Preparing syllabi that align with the course learning outcomes.
   c. Delivering didactic materials that embrace student learning.
   d. Recruiting subject matter experts to present didactic materials related to specific learning outcomes.
   e. Facilitating individual and group supervisory sessions.
   f. Completing final evaluations.
   g. Ensuring post-course and internship assessments are completed.
   h. Allowing for and encouraging student discussion and questioning.
   i. Integrating different methodologies that relate to the different students' learning styles (cognitive, visual, auditory).
   j. Encouraging students to take ownership of their learning goals/objectives and apply the learned skills in their clinical practice.
3. Principles to Consider in the Development of Content and Outcomes:
   a. Use of the Curriculum Development Handbook.
   b. Nature of the learning experience.
   c. Content is established on principles of adult education and the action/reflection/action method of learning.
   d. Supervisor-Educator's teaching style.
   e. Supervisors/Educator's knowledge of students includes their religious, spiritual, educational, social, and cultural backgrounds.
   f. Awareness of the learning objectives and outcomes.
4. Recruit Subject Matter Experts (SME) to:

      a. Review topics of interest identified by the students in the post-course assessments.

      b. Discuss new material on relevant topics with Supervisors-Educators.

      c. Select SMEs to develop content to match learning outcomes.

5. Share updated content with Supervisors-Educators to be implemented and evaluated.

6. Continually adjust the didactics and other resources as necessary based on the feedback and continue the process again.

7. Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

Process 213-CPE Curriculum and Learning Outcomes

Purpose: To ensure course and instructional resources are current and address the student learning needs.
Responsible: Education Committee
Date Developed: April 2020
Date Reviewed: 10/7/2020; 10/1/2021; 01/20/2023

Action Steps

CPEI's curriculum and learning outcomes are supported by the following activities.

1. Reflective and Relationship Learning Environment
CPE provides a reflective and relational learning environment that fosters personal and pastoral development. Such an environment involves mutual trust, respect, openness, challenge, support, and at times, confrontation in a respectful and caring manner. Students are expected to be self-directed and explore one's theological framework as it applies and integrated into one's abilities to practice compassionate pastoral care.

Students are expected to develop a learning contract that is appropriate to their learning needs and congruent with CPEI's Objectives and Learning Outcomes. The learning goals are to be unique to their specific learning issues and measurable. In some cases, these may be modified at mid-course as one gains new insight.

2. Model and Method of Adult-Learning
CPEI's CPE program is established on the Action-Reflection model of learning. The action-reflection model of education allows practical theology to be integrated into the lives of individuals to be able to provide meaningful and transformative pastoral care. Although several models exist to describe this action, the work of Kolb identified four key elements in relation to this transformative process. Learners, if they are to be effective, need four distinct kinds of abilities—Be able to involve themselves fully, openly, and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC), and they must be able to use these theories to make decisions and solve problems (AE). (p. 1065)

Although several methodologies can be used, the verbatim is one of the most practical means of focusing on this process. This method includes:

1. Describing the ministry that occurred.
2. Analyzing one's actions within the context of one's ministry setting, to include the unique cultural, ethical, and relational dynamics.
3. Relating one's actions and ministry to one's faith practices (theology), as well as the social and behavioral issues present.
4. Describing what learning has occurred and what challenges may have surfaced. What personal, professional, and pastoral insights surfaced?

5. Planning for further actions considering what has learned. Decide what has been learned and what the learning means for how the group works.
6. Repeating the process.

3. Syllabus
Students are provided a syllabus for each course with an example in the Appendices. Supervisors-Educators have the right to modify the syllabus to address the learning needs of the group.

4. Supervision and Collaborative Learning
CPE utilizes a process of supervision and collaborative learning in which the CPE student meets regularly with one's peers and supervisor-educator to maximize one's growth and development. In addition to the peer group experience, students also meet one on one with the supervisor-educator to explore relationship learning and the ability to identify one's learning needs for further discussion.

5. Core Components of the CPEI Learning Environment

a. Internship and Hours
Each student must secure an internship setting in which a minimum of 300 hours or 75% Distance Education occurs. Hours will come from pastoral responsibilities in a ministry setting, e.g., healthcare setting, congregational and parish-based settings, law enforcement, fire, military, or other related settings. An Internship Manual is provided in this handbook for further guidance.

b. Individual Learning Contracts or Covenants
The learning contract or covenant is a time-honored process in which students are expected to develop a learning contract for each course. The learning contract is an expression of one's learning goals, which must be written using the prescribed form, and presented to the CPE supervisor-educator during the first weeks of each course. In writing your learning goals, it may be helpful for you to think of "What do I hope to learn? What are my personal and professional learning needs and goals? How will my learning be measured and evaluated?"

c. Didactics and Teaching Modules
CPEI uses several formats for ensuring students have the opportunity to learn from formal presentations such as didactics, self-awareness activities, videos, book reports, etc.   Potential didactics topics include:

d. Self-Awareness Activities
CPEI uses several means of aiding students in developing self-awareness, personality assessments, genograms, etc.

e. Verbatim or Case Presentations
   Verbatim is a long-standing learning methodology in CPEI in which students are to describe their ministry encounters in a structured way for use during individual and/or group supervision. The written verbatim captures the conversation and ministry events that occur during a pastoral visit. A specific format will be provided below.

f. Reflections
   Verbatim Reflection: After a verbatim case presentation, the student will write a personal reflection on the feedback provided by peers and Supervisor-Educator and present it at the next formal group session.

   Weekly Reflection: The weekly reflection is a maximum of 1-2 pages paper that focuses briefly on the previous week's experiences and is used to evaluate its significance for one's learning process. Students are to share feelings and concerns that impact them as a person and as a pastoral care provider. The paper should be personal and candid. Areas that may be reviewed include relationships, teaching-learning process, self-awareness, theology/spiritual/religious issues and themes, and readings.

g. Devotional Presentations
   Students are expected to present a brief devotional. This is an opportunity for students to connect the devotional presentation to a ministry and life experience. A variety of sources might be used for these opportunity-scripture, music, poetry, etc.

h. Book or Journal Article Review or Reports
   Students may be assigned a specific book or journal article to read and review. Although these will change and be updated regularly, below is a list of current resources.

i. Assessments
   CPEI CPE uses a variety of assessments for student learning and feedback. These include the items listed below, as well as mid-course and final evaluations. While evaluations can be used to mark the time in a course, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what the students have learned. In addition, an internship coordinator will be asked to submit an assessment.
   1) LMS modules- students are expected to complete the LMS modules which correspond to the learning outcomes for each course. Upon successful completion, the student will receive a certificate which should be presented to their supervisor-educator.
   2) Internship assessment- students are expected to identify an Internship Coordinator if in a strictly online course. The Internship Coordinator is to be provided a copy of the assessment, which provides for the supervisor-educator feedback on how the student has used the internship site and met the required hours.

3) Post-course assessment- students are expected to complete a post-course assessment which enables the Education Committee to review and make recommendations for improving the course curriculum, etc.

j. Evaluations

Students are required to submit a mid-course and final evaluation.

1) Mid-Course evaluation- is a written document following an approved format in which the student articulates how one has met or is meeting the learning goals established for the course. It is a time of self-reflection and the opportunity to receive feedback from one's peer group and supervisor-educator.

2) Final evaluation- is a written document following an approved format in which the student articulates how one has met the learning goals. The final evaluation must be submitted prior to the end of the course if the student expects to receive credit. A copy of the final evaluation will remain as part of the student's record.

Learning Activity	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Internships	X		X	X	X	X
Group Supervision		X				
Individual Supervision		X				
Verbatim			X	X	X	X
Didactics	X					
Role Play Activities			X	X	X	X
Evaluations		X	X	X		X

6. Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

Process 214-Calculating Hours and Awarding IACET CEUs

Purpose: A process for identifying how course hours and IACET CEUs are calculated and awarded.
Responsible: Administrative Staff
Date Developed: April 2020
Date Reviewed: 10/7/2020, 7/21/2021; 10/1/2021; 01/20/2023

Action Steps

1. CPE Supervisor-Educators communicate to the students the requirements for earning course hours and awarding IACT CEUs at the beginning of each course.
2. Clock hour: Clock hour is defined as instructional time. One instructional hour is defined as 60 minutes of instruction in a 60-minute period. A 5–10-minute break may occur between each 60-minute small group experience; however, the break time does not count toward the hours.
3. Contact time: Contact time is the length in which a learner and learning source interact. A contact hour is one clock hour of interaction between a learner and an Educator or between a learner and learning materials. NOTE: This definition applies to both face-to-face interactions and distance or online, self-paced learning events.
4. Distance education the process of instruction and learning that occurs when a student and instructor are not in the same location.
    a. CPEI courses must meet a minimum of 75% of distance education or 300 internship hours CPE Course. Distance education is defined as.
    b. IACET CEUs are awarded for 100 hours or 10 IACET CEUs for each CPE course.
        1) Allowed Activities: classroom, self-paced, distance-learning, or other projects which support a learning outcome.
        2) Not Allowed Activities: unsupervised or unsponsored activities such as breaks, non-working lunch, or anything promotional in nature.
        3) IACET CEUs: Contact time (Hrs.)/10 Hours -#CE or 1 CEU – 10 hours
        4) 1 – contact hour (60 Minutes) = 0.1 IACET CEU

5. At a minimum, CPE students are required to meet the requirements to fulfill 400 hours per course. This includes, but is not limited to:
    a. Remaining engaged in synchronous and asynchronous learning activities as described below.
    b. Submitting work to Populi.
    c. Submitting a copy of internship log hours to Populi.

The following is an example of documented hours for an Intensive 12-Week Term.

CPE 100-400 (12 weeks)

Activity	Assignments	Estimated hours for the average student
Experiential Learning Synchronous Learning (Group/Individual Supervision)	Group Supervision: students engage the supervisor-educator and peers in group supervision and presentation of written work, i.e., verbatims (case studies), learning contracts, journaling, evaluations, etc.), didactic presentations, etc. (3 hours per week).	36
	Individual supervision: students schedule time with the supervisor-educator to discuss issues related to one's personal and professional development.	12
	TOTAL: (12 weeks x 4 hours per week) = or 48 of 100 hours 48%	48
Independent Study/Activities) Asynchronous learning (Preparation Outside of Class)	Completing LMS Modules	8
	Writing Verbatims or Case Studies	8
	Writing Verbatim Reflections	6
	Writing Weekly Reflection	12
	Time spent reading texts or journal articles.	6
	Preparing Presentations (Genograms, Teaching Sessions, etc.)	6
	Writing Mid-Course Evaluation	2
	Writing Final-Course Evaluation	4
	TOTAL: 52 hours of 100 hours (52%)	52
Internship (Self-Directed Learning)	Self-Directed Internship training focuses on self-awareness and the development of personal and pastoral identity and skills (25 hours per week)	25
	TOTAL: 25 hours x 12 Weeks=300	300
Overall Total	Should be at least 400 hours per course. 100 hours (Group/Individual Learning and Outside Class = 25% 300 hours (Internship) = 75%	400

Total Hours per week = 33.5 for 12 weeks.

Process 215-Assessment of Students Achieving Learning Outcomes

Purpose: To identify a variety of tools/instruments used to assess the achievement of learning outcomes for students and to communicate the results.
Responsible: Education Committee
Date Developed: April 2020
Date Reviewed: 10/2/2020; 10/1/2021; 01/20/2023

Action Steps

1. CPEI CPE uses a variety of assessments for student learning and feedback. These include the items listed below, as well as mid-course and final evaluations. While evaluations can be used to mark the time in a course, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what the students learned. In addition, an internship coordinator will be asked to submit an assessment.

   a. LMS modules- students are expected to complete the LMS modules which correspond to the learning outcomes for each course. Upon successful completion, the student will receive a certificate which should be presented to their supervisor-educator.
   b. Internship assessment- students are expected to identify an Internship Coordinator if in a strictly online course. The Internship Coordinator is to be provided a copy of the assessment, which provides for the supervisor-educator feedback on how the student has used the internship site and met the required hours.
   c. Post-course assessment- students are expected to complete a post-course assessment which enables the Education Committee to review and make recommendations for improving the course curriculum, etc.

2. Evaluations
   a. Mid-Course evaluation- is a written document following an approved format in which the student articulates how one has met or is meeting the learning goals established for the course. It is a time of self-reflection and the opportunity to receive feedback from one's peer group and supervisor-educator.
   b. Final evaluation- is a written document following an approved format in which the student articulates how one has met the learning goals. The final evaluation must be submitted prior to the end of the course if the student expects to receive credit. A copy of the final evaluation will remain as part of the student's record.
3. Supervisors-Educators provide a copy of their final evaluation to students for review, approval, or, if needed, comments from students.
4. Completed final evaluations shall be kept in the student's electronic file for7 years with the student's ID # and CPEI Affiliate Organization # clearly identifiable.

5. Students may request a copy of the Supervisor-Educator evaluation for up to 7 years. Students must present their student membership # via the Transcript and Evaluation Request form.

6. Academic Grading Scale

Letter Grade	Points	Category	Evaluation
A+	100-96	Exemplary	Exceeded Learning Outcomes
A	95-91	Exemplary	Nearly Exceeded Learning Outcomes
B+	90-86	Competent	Met Learning Outcomes
B	85-81	Competent	Nearly Met Learning Outcomes
B-	80-76	Developing	Making Progress Toward Learning Outcomes
C+	75-71	Developing	Making Some Progress Toward Learning Outcomes
C	70	Minimally	Minimally Addressed Learning Outcomes

Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

<h1 style="text-align:center">Process 216-Enrolling and Verifying Students</h1>

Purpose: To identify the means for enrolling and verifying students.
Responsible: Education Committee
Date Developed: April 2020
Date Reviewed: 9/30/2020; 10/1/2021; 09/02/2022; 01/20/2023

Action Steps

1. All students are required to enroll with CPEI via Populi. Students will be required to submit a copy of their driver's license or a government issues photo identification.
2. After enrollment, students are issued an ID number.
3. The student ID # will be used on all documents related to the students, i.e., evaluation, request for release of information, etc.
4. Supervisor-Educators confirm enrollment by during the first course with CPEI by two methods:
   a. Confirm CPEI Student ID number.
   b. Confirm it is the same student via the submitted driver's license or a government-issued photo identification.
5. Supervisors-Educators will be asked to document this practice on the Course Completion Report.
6. Internship Sites
   a. Internship Coordinators are also required to verify the student participating in the internship is the person that completed the Internship MOU.
   b. Internship Coordinators will also verify the student's name and photo.
7. Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

Process 217-Informing Students of Course Requirements for Receiving IACET CEUs

Purpose: To ensure students are informed of the course requirements and meeting the criteria for earning IACET CEUs.
Responsible: All certified supervisors-educators.
Date Developed: April 2020
Date Reviewed: 9/30/2020; 10/1/2021; 01/20/2023

Action Steps

1. Students will be informed of the course requirements and IACET CEUs. This will be accomplished by the following:
   a. An enrollment letter provided to student applicant states the course requirements.
   b. Information will be listed in the student handbook and CPEI's Website regarding the course learning outcomes.
   c. CPE Centers' brochures will communicate the course requirements.
   d. Supervisors-educators will have the opportunity to share with students during the interview.
2. IACET CEUs are awarded upon successful completion of the CPEI Learning Outcomes for CPE and Supervisory CPE, which also includes the completion of the required 100 hours of structured learning and the completion of course requirements and LMS modules.
3. Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

Process 218-Informing Students of the Criteria to Receive CPEI Credit and IACET CEUs

Purpose: A process to inform students of the criteria to receive CPEI Credit and IACET CEUs and the appeal process.
Responsible: All certified supervisors-educators.
Date Developed: April 2020
Date Reviewed: 9/30/2020; 10/1/2021; 01/20/2023

Action Steps

1. Requirements: All students are required to meet CPEI Requirements of 400 hours (100 hours of structured and unstructured learning) and (300 hours of internship). Each course stands alone.
    a. Fulfill tuition requirements.
    b. Participate regularly in group and individual supervision.
    c. Adhere to the Internship site's policies and procedures.
    d. Fulfill the required 400 hours per course (CEU credit is awarded for the 100 hours).
    e. Abide CPEI's Code of Professional Ethics.
    f. Submit all coursework, including the mid and final evaluations.
    g. Complete the post-course assessment.
    h. Adhere to CPEI policies and processes.

2. Failure to Meet Requirements: Students will be communicated in writing the reasons for the failure to meet course requirements.
    a. Failure to have access to a computer, internet, and be visible during group and individual supervision.
    b. Failure to fulfill tuition requirements.
    c. Failure to maintain a secure and confidential setting for the educational process (as applicable).
    d. Failure to participate regularly in group and individual supervision.
    e. Failure to adhere to the Internship guidelines.
    f. Failure to fulfill the required 400 hours.
    g. Failure to abide by CPEI's Code of Professional Ethics.
    h. Failure to submit the written assignments including the mid and final evaluations by the end of the course.
    i. Failure to complete the post-course assessment.

3. Supervisor-Educator actions for students who fail to meet the above requirements.
    a. Discipline: Students found to be guilty of the above infractions will result in disciplinary action depending on the severity and pattern of behavior in

consultation with the parties involved as deemed appropriate: supervisor-educator, internship coordinator, CPEI Ethics Chair, CPEI Executive Director.

      1) Low score on the student's final evaluation.

      2) Failure to allow student to enroll in subsequent courses until actions have been taken to correct course expectations as stated above.

      3) Failure to receive credit or a final CPE Final Evaluation until all tuition and fees are paid in full.

b. Dismissal: Students may be dismissed from the CPE program for actions such as:

      1) Failure to meet financial obligations as outlined in CPEI's policies and processes.

      2) Failure to abide by internship policies.

      3) Failure to abide by CPEI policies and processes such as Policy 110: Anti-Discrimination and Harassment.

4. Appeal Process: Students who do not receive credit or continuing education credit may appeal the decision. The process is as follows:

   a. Students submit in writing the reason for the appeal.

   b. Provide evidence in support of one's claim.

   c. Submit the appeal in writing to the supervisor-educator within 30 days of receiving communication of not receiving credit.

   d. The supervisor will respond, in writing, within 30 days.

   e. If the student does not feel the response is acceptable, an additional appeal with all the previous correspondence may be filed with the Ethics Committee of CPEI for review. The ethics committee will respond within 30 days in writing to:

      1) Support the new appeal.

      2) Deny the appeal.

5. Accountability: The Ethics Committee's decision is final.

SAMPLE LETTER
Compliance with Course Requirements

Dear [Student]
Date [ ]
RE: Non-Compliance with CPEI Requirements

Expectations
Per CPEI Policy 115 "Discipline, Dismissal, Extension or Leave of Absence" and CPEI Process 218, "Informing Students of the Criteria to Receive CPEI Credit and IACET CEUs" the following actions have been taken.

Based on your performance, the following actions have been taken:

Discipline: A reminder of the course requirements for one or more of the following actions checked below. This could result in receiving a low score on one's final evaluation and the failure to allow for re-enrollment in a course.

Dismissal: Students may be dismissed from the CPE program for actions such as Failure to meet financial obligations as outlined in CPEI's policies and processes. Failure to abide by internship policies. Failure to abide by CPEI policies and processes such as Policy 110: Anti-Discrimination and Harassment.

	The failure to have access to a computer, internet, and be present and visible during group and individual supervision.
	The failure to fulfill tuition and fee requirements.
	The failure to maintain a secure and confidential setting.
	The failure to participate regularly in group and individual supervision.
	The failure to adhere CPEI policies and processes.
	The failure to adhere to the Internship Guidelines and policies.
	The failure to fulfill the required 400 hours per course.
	The failure to abide by the CPE or Supervisory Requirements and CPEI's Code of Professional Ethics.
	The failure to submit a final evaluation.
	The failure to complete the post-course assessment.

You have the right to appeal this decision if you can demonstrate in writing the fulfillment of the requirements unmet. The appeal must be submitted to your CPE Supervisor-Educator. If you are not satisfied with the result, you may file an official complaint with the Ethics Committee. https://form.jotform.com/222913208653151

Respectfully,
You are not required to agree with this decision, but please confirm receipt by signing below.

Signature of Student / Date

Process 219-CPEI Supervisors-Educators Course Responsibilities

Purpose: To ensure Supervisor-Educators complete the responsibilities at the end of each CPE or Supervisory course.
Responsible: All certified supervisors-educators.
Date Developed: April 2020
Date Reviewed: 9/30/2020; 10/1/2021; 01/20/2023

Action Steps:

1. CPEI Supervisors-educators are required to:
   - Abides by the requirements in the recruitment of students.
   - Assists in interviewing and selecting students.
   - Ensures students know how to access the CPEI Student Handbook in Populi.
   - Provides support and guidance to CPEI should issues arise among CPE students, e.g., dropping the course, cancellation or withdrawal, dismissal, refunds, issuing academic credit, etc.
   - Inform the Administrative Assistant of the students who should receive the Certificate for completion of the Certificate of CPE or Supervisory Education Courses (1600 hours).
   - Provides students' final evaluations in accordance with CPE Standards.
   - Fund all expenses related to telephone, internet, audio/video connections, and travel expenses related to any training she/he conducts or engages.
   - Abide by the CPEI Code of Professional Ethics, which includes but is not limited to remaining current in one's certification and professional discipline by completing the annual CEU requirements and participating in conferences.
   - Serves on CPEI Committees to contribute to CPEI's continuing development.
   - Remains active in a CPEI Connections Group.

2. Completes annually:

   - CPEI Annual Policies and Processes exam
   - Annual Personnel Evaluation

3. Accountability: Failure to comply will result in a referral to the CPEI Administrative staff.

Process 220-Comprehensive and Systematic Evaluation of CPEI Courses

Purpose: To communicate the process for consistently and systematically evaluating CPE and Supervisory Courses.
Responsible: All certified supervisors-educators.
Date Developed: April 2020
Date Reviewed: 12/16/2020; 10/1/2021; 01/20/2023
Action Steps:

1. The Education Committee is responsible for developing and managing the systemic evaluation of CPE and Supervisory Courses.
2. CPE and Supervisory Education students will complete evaluations at the end of the course to determine the application of learning and the competence of the supervisor-educator.
3. The Education Committee will review the course curriculum, course objectives and outcomes, post-course assessment summaries, and other information with members of the Education Committee and the Education Advisory Committee in October to determine gaps, needs, and revisions in the course content.
4. Recommend changes, additions, or modifications to the Executive Committee Committee for review prior to submission of the ELC approval in November.
5. Make changes in CPE handbooks, LMS modules, and distribute to all CPE Supervisors-Educators of approved changes and developed didactic or other educational resources by January.
6. **Accountability:** Failure to comply will result in a referral to CPEI's Administrative Staff.

Process 221-Analyzing and Communicating Assessment Results

Purpose: To outline the process for analyzing and communicating the assessment results for CPE and Supervisor/Education Courses.
Responsible: All certified supervisors-educators.
Date Developed: April 2020
Date Reviewed: 12/16/2020; 10/1/2021; 01/20/2023
Action Steps:

1. Education Committee is responsible for the development and management of the systemic evaluation of CPE and Supervisory Courses.
2. The Education Committee will review the course curriculum, course objectives and outcomes, post-course assessment summaries, and other information with members of the Education Committee and the Education Advisory Committee in October to determine gaps, needs, and revisions in the course content.
3. Recommend changes, additions, or modifications to the Executive Committee
4. Committee for review prior to submission of the ELC approval in November.
5. Make changes in CPE handbooks, LMS modules, etc., and distribute to all CPE Supervisors-Educators of approved changes and develop didactic or other educational resources by January.
6. **Accountability:** Failure to comply will result in a referral to CPEI's Administrative Staff.

Process 222-Planning and Executing Continuing Education Activities for CEUs

Purpose: To outline a process for planning and evaluating continuing education activities and IACET CEU Credit.
Responsible: CPEI members designing IACET CEU activities.
Date Developed: April 2020
Date Reviewed: 12/16/2020; 10/1/2021; 01/20/2023
Action Steps:

1. The education committee is responsible for approving and evaluating continuing educational events.
2. Learning events are specialized training for a specified audience, typically with pastoral care or religious themes. The application to seek approval link: https://form.jotform.com/211794118592158
3. These activities could be planned for a variety of audiences, including but not limited to:
   a. Religious leaders (Pastors, Church Staff, Ecclesiastical Employees.)
   b. Chaplains
   c. Physicians
   d. Nurses
   e. Other healthcare workers
   f. Counselors/Marriage and Family Therapists
   g. Social Workers
4. Approval Process:
   a. A minimum of eight (8) weeks is recommended to submit the request to provide an IACET CEU activity: https://form.jotform.com/211794118592158
   b. Education Committee will review and approve the event within two weeks of seeking the request.
   c. The Education Committee will require the following:
      i. Record of those in attendance and those receiving IACET CEU Credit.
      ii. Copy of the Learning Event Schedule (dates, location, speaker)
      iii. Copy of the Learning Event Objectives/Outcomes
5. Presentation Requirements: Those approved to provide the training will ensure:

   a. Promotion of activity describes fees, time, location, and the acknowledgment of any ethical concerns.
   d. Room preparation.
   e. Handout resources are prepared and ready for distribution.
   f. Technology (computer, sound, etc., are operating properly)
   g. Requirements for receiving IACET CEUs are clearly communicated.
   h. Training Activity Assessment is prepared and ready to be administered.
   i. Certificates are awarded to include (Sample located in https://bit.ly/3bcWldq:
      1) CPEI Logo and/or Institutional Logo

2) Participant's Name
3) Course Name
4) IACET CEU Credits Awarded
5) Date of Event
6) Signature of Presenter or Institutional Representative
7) Recognition of CPEI as an Accredited IACET Provide

6. **Accountability:** Failure to comply will result in a referral to CPEI's Education Committee or CPEI's Administrative Staff.

Process 223-Quality Review for Policies and Processes

Purpose: To outline a process for an annual review of CPEI Policies and Processes.
Responsible: Ethics Committee
Date Developed: April 2020
Date Reviewed: 10/1/2021; 01/20/2023
Action Steps:

1. The Ethics and Compliance Committee will assemble and maintain copies of all CPEI Policies and Processes in a separate CPEI Record-Keeping folder.
2. All policies and Processes will be listed on an Excel spreadsheet listing the policy by Title, Document ID, and the date of the last review.
3. All CPEI Policies and Processes will be reviewed in March annually, and a report will be submitted to the Executive Committee in April.
4. Process for Review:
    a. Sixty days (60) prior to the review date, the responsible parties for the policy will be sent a request via JotForm asking them to review their policy(s) to make any recommendations for changes, updates, or approval of the current policy.
    b. Responses will automatically be emailed to the Ethics and Compliance Committee (ECC) Chair.
    c. ECC Chair will forward responses to the Quality Review Subcommittee for review.
    d. The Quality Review Subcommittee may bring in ex-officio members to assist with the process as needed.
    e. Executive Director or Representative will inform the Ethics and Compliance Committee Chair of any changes to standards from any accrediting organization that may impact the policy and process review process.
    f. When changes of Standards are made, the Committee will ensure the holder of the policy is informed of the changes and asked to make changes in the policy or procedures.
    g. The Ethics Committee will present the updated policies to the Executive Committee (EC) for approval in April's EC Meeting.
5. Approved updates will be submitted to the Executive Director and Administrative Assistant to update manuals, internet, and any public location of the policy.
6. The CPEI Membership will be notified through email by the Administrative Assistant or Executive Director of updated policies.
7. When a new policy or process needs to be developed the Executive Director and/or EC and/or Assigned Committee Chair will write a policy or processes. A copy will be sent to the Chair of the Ethics and Compliance Committee for review and be placed in the Policy CPEI's Record-Keeping folders.
8. The CPEI Membership will be notified through email by the Administrative Assistant or Executive Director of approved changes.
9. **Accountability:** Failure to comply will result in a referral to CPEI's Administrative Staff.

Process 224-CPEI Leadership Succession Plan

Purpose: To outline a succession process for the positions of Executive Director, President, and President-Elect when a vacancy occurs.
Responsible: Executive Committee
Date Developed: April 2020
Date Reviewed: 11/4/2021; 01/20/2023

Action Steps:

1. CPEI Executive Director Vacancy
2. In the event of a vacancy of the Executive Director the following process will be followed.
   a. Unless circumstances prevent it, the Executive Director will submit a resignation letter to the Executive Committee at least 3 months prior to departure.
   b. Upon the Executive Director's departure, the current CPEI President will assume the role of Interim Executive Director, and the President Elect will immediately assume the position of
   c. Interim President.
   d. Under the leadership of the Interim Executive Director, the Executive Committee (EC) will review the Executive Director's job description and responsibilities to determine if any changes need to be made and appoint an Executive Director Search Ad Hoc Committee. The Executive Search Ad Hoc Committee will consist of 7 members, with the Interim Executive Director serving as Chair. Ex-Officio members can be selected by the EC or recommended by the Search Committee as needed.
   e. The Search Committee will meet on a regular basis and will submit meeting minutes to the EC to keep them informed. The Search Committee will also keep the CPEI Membership aware of the work they are doing. Names of applicants will be kept confidential to the Search Committee until the EC needs to know for decision-making reasons.
   f. Once the Search Committee has a candidate(s) to recommend for the Executive Director position, they will have the Interim President arrange a meeting with the EC where the name(s) will be presented and discussed.
   g. Upon consensus of the EC, the final candidate will be approved or rejected. The ELC will make the final decision.
   h. Once the decision has been made, the candidate will be notified and given three days to either accept or reject the offer. Upon acceptance, the Interim President will notify the CPEI Membership of the newly elected Executive Director. If the candidate does not accept, then the process of the Search Committee resumes a search.
   i. Once the Executive Director begins, the Interim Executive Director will resume as President, and the Interim President will resume as President-Elect.

      j. If either the President or President Elect is chosen as the Executive Director, then the Succession Plan for the President / President Elect will be followed.

3. In the event of a vacancy of the President, the following process will be followed.
   a. The Executive Director will notify the President-Elect of the vacancy, and the President-Elect will assume the President position immediately upon the departure of the President. The Executive Committee (EC) will be notified by the Executive Director immediately after notifying the President-Elect.
   b. The newly appointed President will serve as the Interim Chair of the Nominating Committee. The Nominating Committee will recommend a replacement for the position of President-Elect to the Executive Committee (EC) for approval or rejection.
   c. Upon approval, the Executive Director or President will notify the CPEI Membership of the newly selected President Elect.
   d. The President and President Elect will serve the remainder of the terms being vacated.

4. In the event of the vacancy of the President-Elect the following process will be followed.
   a. The Executive Director will notify the President of the vacancy.
   b. The President will serve as the Interim Chair of the Nominating Committee. The Nominating Committee will recommend a replacement for the position of President-Elect to the Executive Committee (EC) for approval or rejection.
   c. Upon approval, the Executive Director or President will notify the CPEI Membership of the newly selected President Elect.
   d. The President and President Elect will serve the remainder of the terms being vacated.

5. The Succession Plan will be reviewed annually by November 1st by the Executive Leadership Committee. The Ethics and Compliance Committee will notify the EC sixty days prior to the November 1st deadline to review and submit any changes to the Ethics and Compliance Committee and the Executive Director to be placed in the Policy and Process Annual Review Data sheet, as well as updating CPEI manuals.

6. The Executive Director is provided a life insurance policy, paid by the institution, which designates CPEI as the beneficiary. Proceeds are to be used as security for any ongoing obligations or expenses for an executive search in the event of the death of the Executive Director.

7. The Search Committee will review and determine the qualifications of the successor of the Executive Director when the time arrives. The qualifications may change over a period. Upon determining the qualifications, the Search Committee will conduct a search for the right person.

8. Since the President and President-Elect are non-paid, there is not a need to determine compensation. In the case of the Executive Director, the Executive Committee, in conjunction with the Finance Committee, will determine a compensation package based on the needs and resources available.

9. **Accountability:** Failure to comply will result in a referral to the Executive Committee.

Process 225-Facilities, Equipment, Supplies, and Safety Plan

Purpose: To ensure CPEI maintains adequate facilities, equipment, supplies and safety plan to support students and faculty, meet institutional goals and prepares for projected growth.
Responsible: Administrative Staff
Date Developed: April 2020
Date Reviewed: 03/03/2022; 01/20/2023

Action Steps:

1. Responsibility: Parties responsible for reviewing, revising, and implementing this plan are as follows:
    a. The administration-will review and implement the requirements of CPEI and submit recommendations to the EC as part of CPEI's Strategic Initiatives.
    b. The Ethics and Compliance Committee in coordination with the Administration will review and update the plan annually in accordance with CPEI's Institutional Effectiveness Plan schedule and submit changes for approval to the EC.
2. Budget: The administration will work closely with the Finance Committee to ensure adequate resources are projected for upcoming requirements or needs.
3. The administration will maintain a list of the following and submit a compliance report annually to the Finance Committee for budget consideration and the EC. Compliance Report (See attached below)
4. Budgeting: Review CPEI's annual budget funds and projected Strategic Plans Budgeting Requirements for the following:
    a. Office space
    b. Office equipment
    c. Office supplies (promotional items)
5. Facility inspections: persons completing the annual compliance report will review the following items as needed: fire alarms, sprinkler systems, etc.
6. Property Insurance: Determine whether the property insurance if up-to-date and sufficiently covers the property.
7. Property Taxes: Determine whether the property taxes are current or additional funds are required.
8. Safety: Determine whether personnel are aware of the actions and requirements in the event of severe weather, fire, etc.
9. **Accountability:** Failure to comply will result in a referral to the Executive Committee.

Facilities, Equipment and Supplies Compliance Report		
Reviewed By:	**Date Reviewed:**	**Comments**
CPEI Items	**Adequate (Yes/No/NA)**	**Annual Budget or Strategic Initiative Recommendations**
Facilities		
-Fire alarms active		
-Sprinkler systems		
-Exit lights working		
-Other		
Property Insurance		
-Current and Sufficient		
Property Taxes		
-Taxes are current. Are additional funds required for the future?		
Emergency Plan (Personnel Safety is the Priority).		
-Staff understand they will operate from home in the event of severe weather, fire, bomb threat, etc.		
-Personnel are informed to contact 911 in the event of a fire, bomb threat, or Medical Emergency.		
-Personnel are informed to backup records and secure equipment		
Equipment		
-Computer		
-Printer		
-Online Resources, i.e., Microsoft CPEI's Record-Keeping folders, JotForms, Quickbooks, etc.		
Supplies		
-Promotional Resources		
-Office Supplies		
-Other		

Accreditation is a public service that aims to accomplish the following: provides public assurance of program quality, improves the quality of training/educational programs, encourages ongoing evaluation and development, and maintains that programs continually evaluate and improve in relation to their institution/agency's mission, meets standards and goals and educational/training objectives, and monitors the outcome of improvements.

The action/Reflection/Action Model of Education is process-oriented learning. This model begins with clinical experience, and moves to student reflection, followed by critical feedback and, hopefully, new insights for the next clinical experience.

Advanced Standing refers to individuals seeking credit for one course of CPE or Supervisory education if they feel that previous training meets the minimum requirements offered by CPEI.

CPEI Advisory Committee is comprised of volunteers who provide feedback and guidance regarding CPEI's strategic goals, curriculum, and finances. The advisory committee may also assist in interviewing and evaluating students.

Assessments are used to evaluate the educational programs as well as the perception of students' growth and development. Dependent upon the location of the student's clinical site, an assessment may also be provided to the clinical/site coordinator.

Asynchronous Learning involves a method of learning engaging distance learning at various times.

Book Reviews are used to expose a variety of pastoral care texts and resources in which to further their knowledge and skills. Students will be supplied the opportunity to share insights gained and other thoughts within the peer group.

Behavioral Social Sciences involve a variety of contributing factors that influence human behavior. For purposes of CPE, it is the growing awareness of factors such as mental health concerns, grief,loss, fear and anxiety, abuse, etc., and the integration of such knowledge and awareness into one's clinical practice.

Case Study is a conscious retelling of pastoral encounters that are presented during individual and/or group supervision. A case study format is typically used when one has several pastoral encounters with the same individual(s) and would like to evaluate the ministry which took place.

Clinical Pastoral Education (CPE) is a process of CPE that refers to an action/reflection/action inductive method of learning. It is about change, transition, and transformation and involves peer and individual supervision. Supervision is an engaging encounter between a Supervisor-Educator and supervisees in which a variety of pastoral encounters and ministry-reporting events are reviewed. Students covenant together so that growth and development occur in self-awareness, ministry competence, and theological understanding.

Clock Hour is equal to 60 minutes.

CPE Course is used to describe the time students, and supervisors-educators spend in learning and gaining insight about self. It is the equivalent of the CPE Unit.

CPE Supervisory Candidate I is one who has demonstrated the giftedness and calling to help train/educate students in the art and skill of Clinical Pastoral Education (CPE), having been admitted to the first stage of Supervisory Education. Individuals in this stage of Supervisory education may observe the group process and co-supervise Courses of CPE.

CPE Supervisory Candidate II is an individual who has submitted their Pastoral Supervisory Education Model and has been certified to supervise CPE groups while remaining under a CPE Supervisor-Educator for consultation.

CPE Supervisor-Educator is an individual who has met all the requirements to supervise ongoing groups of CPE students.

CPE Training Supervisor-Educator is an individual that has supervised courses of CPE for a minimum of two years and has been certified to supervise individuals in the CPEI Supervisor-Educatory Track.

CPEI Connections take on different formats but consist of students and certified members who meet for the purposes of sharing knowledge, consultation and creating best practices.

Devotionals are presented in various contexts and have spiritual insights and encouragement.

Distance Education is a process of interaction and learning that occurs when a student and instructor are not in the same location.

Evaluations measure the achievement of learning outcomes, accomplishments, and ongoing areas of needed growth.

Group Process provides the opportunity for students to practice their skills, promote personal growth, and provides the Supervisor-Educator examples of how students are implementing knowledge learned in the classroom setting, paralleling how students are providing care in the clinical/work setting.

Internship Site is clinical environment (healthcare, hospice, church, law enforcement, etc.) in which students provide pastoral care to patients, clients, staff, etc.

Learning Contract or Covenant is an expression of one's learning goals for the course unit. In writing one's learning goals, it may be helpful to think of "What do I hope to learn? What are my personal and professional learning needs and goals? How will my learning be measured and evaluated?"

Learning Management System (LMS) is a software program that enables students and supervisors to complete online courses for credit and the issuance of a Certificate. The platform allows for the creation of modules/lessons, quizzes, discussion boards, assignments, video presentations, etc.

Social Media refers to technologically mediated resources that allow people to create, share, or exchange information, e.g., Facebook.

Supervisory Clinical Pastoral Education is an intentional process of educating Supervisory Candidates in developing the competencies to be certified as a CPE Supervisor-Educator.

Synchronous refers to services that involve the interaction between the Supervisor-Educator, the Supervisor-Educator, and one's peer group.

Verbatim is a format that is used to present pastoral encounters in a structured way during individual and/or group supervision. The written verbatim captures the essential ideas within a conversation; however, for our teaching purposes.

Weekly Reflection is a paper that focuses briefly on the previous week's experiences and is used to evaluate its significance for one's learning process. Students can share feelings and concerns that impact them as a person and as pastoral caregivers.