



CPSP

College of Pastoral Supervision & Psychotherapy

# ACCREDITATION MANUAL

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## The Covenant of the College of Pastoral Supervision and Psychotherapy

We, the CPSP members, see ourselves as spiritual pilgrims seeking a truly collegial professional community. Our calling and commitments are, therefore, first and last theological. We covenant to address one another and to be addressed by one another in a profound theological sense. We commit to being mutually responsible to one another for our professional work and direction.

Matters that are typically dealt with in other certifying bodies by centralized governance will be dealt with primarily in Chapters. Thus, we organize ourselves in such a way that we each participate in a relatively small group called a Chapter consisting of approximately a dozen colleagues. Teaching or counseling programs directed by Diplomates are the primary responsibility of the Chapter.

We commit ourselves to a galaxy of shared values that are as deeply held as they are difficult to communicate. “Recovery of soul” is a metaphor that points toward these values. We place a premium on the significance of the relationships among ourselves. We value personal authority and creativity. We believe we should make a space for one another and stand ready to midwife one another in our respective spiritual journeys. Because we believe that life is best lived by grace, we believe it essential to guard against becoming invasive, aggressive, or predatory toward each other. We believe that persons are always more important than institutions, and even the institution of CPSP itself must be carefully monitored lest it take on an idolatrous character.

We intend to travel light, to own no property, to accumulate no wealth, and to create no bureaucracy. We are invested in offering a living experience that reflects human life and faith within a milieu of supportive and challenging community of fellow pilgrims.

# Introduction to Accreditation

## A. Purposes

1. Provides oversight and ensures, on behalf of the College of Pastoral Supervision and Psychotherapy (CPSP), quality Clinical Pastoral Education/Training (CPE/T) and/or Psychotherapy Training through accreditation.
2. Stimulates the improvement of quality programs by fostering ongoing self-study and development.
3. Ensures that training centers and/or institutions maintain standards that provide trainees with appropriate resources to acquire the requisite theory, practice, and ethical sensitivity to be professionally competent, by operating under the standards, policies, and procedures approved by CPSP.
4. Bestows an authoritative guide to programs that deserve public and professional confidence and support.

## B. General Activities

1. Establishes a process of self-evaluation as a mechanism for program improvement.
2. Institutes criteria and standards for accreditation and systematically revises standards, when appropriate.
3. Accredits educational/training centers and programs.
4. Provides guidance to programs preparing self-study reports for accreditation or program renewal.
5. Appoints and trains site-visit teams, schedules and conducts site visits, and considers and evaluates the site-visit team.
6. Maintains contact with educational/training centers and programs, and provides support relative to their accreditation status.
7. Conducts special inquiries into unusual or critical conditions that may develop in an accredited program.
8. Facilitates a review and appeal process for programs with a challenged accreditation status.
9. Reviews and evaluates substantive changes in programs that might affect accreditation.
10. Utilizes survey tools and solicits feedback on accreditation site visits and process.
11. Stimulates and nurtures continued improvement of programs to include programs conducting research.
12. Evaluates and determines a program education alliance to warrant accreditation.

## C. Scope of Accreditation

Accreditation essentially is a public service that aims to accomplish the following:

1. Provides public assurance of program quality.
2. Improves the quality of training/educational programs.
3. Encourages ongoing self-study and development.
4. Maintains that programs continually evaluate and improve, in relation to their institution/agency's mission, and meet standards and goals, educational/training objectives, and monitors the outcome of those improvements.

## D. Accreditation Team

The CPSP Accreditation Team is designed to oversee CPE/T and pastoral psychotherapy programs, to maintain the highest professional standards, and to ensure that all trainees receive the highest quality education and training.

The Accreditation Team also provides an annual report to CPSP. The report contains, at a minimum, the training centers applying for accreditation and/or reaccreditation, actions approved, denied, etc.

The CPSP Accreditation Team is comprised of a Team Leader and members-at-large.

It shall be the duty of the Accreditation Team Leader to conduct team meetings, to ensure compliance with standards, and to oversee the orderly and efficient conduct of Team business. The Team Leader will keep an accurate record of the proceedings of team meetings in minutes maintained by the Team Leader or his/her designee.

## E. Accreditation Manual Revisions and Amendments

Revisions and amendments may be made to the Accreditation Manual by the CPSP Leadership Team, in consultation with the CPSP Accreditation Team, and approved by the Governing Council.

## Brief Overview of the Accreditation Process

### A. Request for Accreditation

1. Diplomate initiates a letter of intent and submits to the Chapter convener.
2. The Chapter supports the Diplomate's intent and approves the Diplomate to move forward toward accreditation.
3. Diplomate develops a self-study based on the Standards as outlined for the select program (CPE/T and/or pastoral psychotherapy).

### B. Accreditation Team Leader

1. Receives a request from Chapter convener for a site visit.
2. Assigns an accreditation assigned reviewer.

### C. Assigned reviewer for Accreditation

1. Coordinates and facilitates the site review with the Chapter convener and Diplomate.
2. Reviews all submitted written documentation required.
3. Conducts a site review and submits a report to Chapter convener and Accreditation Team Leader.

### D. Accreditation Actions

1. Accreditation Team Leader receives report from Assigned Reviewer.
2. Recommendation for approval.
3. Not recommended due to deficiencies.
  - a. Accreditation Team Leader sends deficiencies to the Chapter convener and Diplomate.
  - b. Chapter convener and Diplomate respond with corrective actions.
4. Accreditation Team recommends training programs for accreditation or reaccreditation.
5. Governing Council ratifies the Accreditation Team's recommendations.
6. Approved programs receive a certificate of approval, valid for seven years.

## Financial Responsibility for Accreditation

### A. Accreditation Fees

Annual fee for institutional and non-institutional centers, with less than \$1 million annual budget, is \$375.

Annual fee for institutional and non-institutional centers, with \$1 million or more annual budget, is \$750.

### B. Annual Fees for Accredited Centers

Payment by check. Make check payable to **College of Pastoral Supervision and Psychotherapy**, or **CPSP**. Enclose with the check the Diplomate's name, contact information, and the name of the center or program, and mail to:

CPSP Treasurer

P.O. Box 6551

Hendersonville, NC 28793-6551

Payment online. Contact Charles Kirby, Treasurer, [cpsptreasurer@gmail.com](mailto:cpsptreasurer@gmail.com), and request an opportunity to pay online.

# Accreditation and Reaccreditation Process for Clinical Pastoral Education / Training Programs

## A. Guidelines for Establishing a Site Visit

1. Letter of intent to his/her Chapter convener that provides the following data:
  - a. Type of program, i.e., extended and/or residency, clinical, community, distance learning, supervisory, or research
  - b. A description of the goals and objectives, including a draft curriculum
  - c. Number of proposed trainees
  - d. Location, institution, if applicable, and financial resources
  - e. Proposed start date or reaccreditation date
  - f. Evidence of contract(s) between training centers and clinical placements
2. Submission of self-study report to the assigned reviewer, no later than 30 business days prior to the site visit.

## B. Self-study Guidelines for Clinical Pastoral Education/Training Programs

The self-study will provide a thorough description and review of the program in the following areas, detailed below. It is also to be understood that this type of program may not have accessible facilities and resources that institutional programs may offer. Regardless, each program must complete a thorough and well-documented self-study.

### CPSP Standard 110. Program Mission and Philosophy

CPSP Training Centers vary as to the type and philosophy; therefore, it is required that the training center identify the scope, mission and/or philosophy, and uniqueness of its learning program. Some programs operate from a community, clinical, distance-learning centers, and/or supervisory training centers. Training centers may be affiliated with an institution, or they may appear as a stand-alone center. *Distance learning may be used in any of the following:*

Institutional Supervisory Training. Supervisory training programs that are associated with a clinical site will include in their self-study a plan to conduct, train, and facilitate the supervisory training/learning program. The self-study would include a training curriculum, oversight, and opportunities for supervisors-in-training (SIT) to engage with a SIT peer group, whether part of one's clinical program or not.

Community Based. Establish the unique identity of your program, e.g., parish based, rescue mission, correctional facility, military family life-training centers, stand alone, etc., and how it addresses CPSP's objectives and standards.

Clinical Site. Identify the type of program, e.g., hospital, hospice, etc., including the size of the organization, the structure, types of services provided, and how it addresses CPSP's objectives and standards.

Supervisory Training. Supervisory training programs are defined as a method of instruction that trains individuals to develop skills to become clinical/pastoral supervisors. Supervisory training programs will address all self-study elements as well as address, as a minimum, CPSP Standards 110–150 and 400–450. Consideration should be given to the number of SITs that one ethically and adequately can supervise in order to meet the quality standards of

CPSP. In addition, the self-study should address tuition rates and participation in the observation and/or site visits of the SIT's clinical work.

Non-Institutional Supervisory Training. Supervisory training programs that function independently of a clinical site, i.e., distance learning, will remain affiliated with their Chapter. In these situations, the Chapter may or may not function as their professional consultation committee (PCC); however, the Chapter will oversee the training program. The training supervisor also will provide a self-study that reflects a supervisory-training curriculum, a plan for oversight of the training program, and opportunities for SITs to engage a SIT peer group, whether part of one's clinical program or not.

CPSP Standard 110.1. Financial, human, and physical resources

CPSP Standard 110.2. Sufficient client pool to ensure opportunity for ministry and learning

CPSP Standard 110.3. Written agreements between educational programs and client agencies

### **CPSP Standard 120. Educational/Training Resources**

CPSP Standard 120.1. A faculty of sufficient size to fulfill program goals

The faculty shall include one or more Diplomat(s) with close involvement in the administration and supervision of the programs. Adjunct faculty of related disciplines may be designated for teaching and consulting.

Diplomates certified for at least five years in Clinical Pastoral Supervisory Education/Training may be certified to conduct CPE/T programs for SIT.

CPSP Standard 120.2. A Professional Consultation Committee (PCC) charged with the responsibility of consulting with, evaluating, and supporting the programs.

The self-study documentation will articulate and evaluate the development, orientation, and function of the PCC. This document needs to include, but not be limited to, the following:

1. A mission-vision statement for the PCC
2. The makeup of the membership to demonstrate diversity of disciplines, cultures, genders, religious or faith backgrounds
3. Levels within the organization, or positions in the community, that the program or center supports
4. A copy of the PCC handbook or orientation material
5. A copy of the member participation document, e.g., job description
6. Record of PCC involvement with training program
7. Complaint and grievance procedure
8. PCC evaluation of the program, or other relevant meetings

Annually provide the PCC a report that includes as a minimum the following:

1. Summary of training units completed
2. Number and diversity of trainees

3. Future training calendar
4. Any concerns or problems identified, including suggestions for correction
5. The filing of official registration of all training units with the CPSP Administrative Coordinator

CPSP Standard 120.3. A training curriculum congruent with the growth and training/education needs of the trainees, the CPSP Standards, and the CPSP Covenant.

The self-study documentation will articulate and evaluate the educational/training foci of the program or center, including how it fits in with the mission and vision of any organization or community to which the program or center serves. Each program or center will evaluate the training required by the CPSP Standards.

The self-study documentation needs to include but not be limited to the following:

1. A comprehensive list of didactic topics and, when relevant, the CPSP Standard(s)
2. A description of the didactic content and relevant bibliography
3. The most current schedule of structured learning dates didactic and clinical cases presented, i.e., didactic or theory sessions
4. Theological/spiritual/religious reflection process

CPSP Standard 120.4. Individual and peer group supervision, ensuring the peer group shall be composed of no less than three persons in training.

Describe the means by which the teaching/training supervisor has access to the trainees' spiritual care and/or pastoral counseling practice, the number and types of reports required of the trainees, and the use of learning covenants with the trainees. Provide a description of the educational plan for trainee at each level of learning of the program or center, i.e., resident, supervisory education, peer group, and other integrative experiences as well as individual and group supervision.

CPSP Standard 120.5. Access to Internet and/or library and training resources adequate for CPSP Standards.

The self-study documentation will articulate how the program or center provides learning resources for the trainees. Dependent upon the type of program, the self-study should address, as a minimum, equipment and technology sufficient to offer independent research and learning, i.e., computers, Internet access, projection equipment, and peripherals.

If appropriate to the type and philosophy of the training center, address the matter of adequate space for individual study or respite as required by the specific training center.

CPSP Standard 120.6. Research Program

CPSP encourages research in the fields of pastoral care and psychotherapy. Programs and centers engaged in research need to add documentation that articulates and evaluates the research component to each type and level of education offered. This document includes but is not limited to the following:

1. Use and adherence to an Institutional Review Board (IRB)
2. Selection of trainees involved in research
3. Process for selecting research projects

4. Report on any current or ongoing research
5. List of publications produced by the program or center, whether published or not

### **CPSP Standard 130. Policies and Procedures**

Training/Learning centers will include a copy of all current policies and procedures, which addresses the following:

CPSP Standard 130.1. Admission Policy that does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or physical disability

Candidates entering CPSP training programs must have, as a minimum, a high school diploma or GED (equivalent). Individuals pursuing certification must meet the minimum educational qualifications from accredited institutions.

CPSP Standard 130.2. Financial Policy that states fees, payment schedules, refunds, stipends, and benefits

Trainees accepted into CPSP training programs will receive an invoice from their supervisor indicating the balance due for services.

CPSP Standard 130.3. Complaint and Grievance Policy

It is the policy of CPSP to provide an effective and timely method for trainees to submit any grievances or complaints regarding their clinical training. These issues and concerns may include any sort of harassment or abuse from peers and supervisors, or other personnel associated with the training program.

Reference the CPSP Code of Ethics for Pastoral Supervisors, Supervisors-in-Training, and Training Centers.

CPSP Standard 130.4. Maintenance of Trainee Records Policy

Trainee records are to be maintained by the training site for **three** (3) years. In the fourth year, only the application will be maintained to show proof of the trainee participation, including a record of completed units. All other materials are to be shredded.

As a minimum, records to be maintained would include the following:

1. Application face sheet and application materials
2. Final evaluations from trainees and supervisor, or SIT
3. Copies of any disciplinary actions and complaints or grievances filed by trainees

CPSP Standard 130.5. Trainee Discipline, Dismissal, and Withdrawal Policy

A procedure for the discipline, dismissal, and withdrawal of trainees. The center/program may utilize the affiliated administration's disciplinary/dismissal/withdrawal policy, or approved in consultation with one's Chapter.

CPSP Standard 130.6. Ethical Conduct Policy

Reference CPSP Code of Professional Ethics and CPSP Ethics Complaint Protocol, *CPSP Standards*, [www.cpsp.org](http://www.cpsp.org).

#### CPSP Standard 130.7. Trainee Rights and Responsibilities Policy

A policy that adequately informs trainees regarding the requirements, procedures, and expectations associated with his/her professional role and function as CPE/T trainees. This should, at a minimum, include trainees' rights to confidentiality, to be treated with respect and protected, and to receive quality clinical and educational experiences.

#### CPSP Standard 130.8. Affiliation(s) Agreement

A formal agreement between the training site and the CPE/T training center that includes but is not limited to authorization to meet with patients, parishioners or clients; access to appropriate clinical records; protection of confidentiality, the rights of clients, patients, and parishioners; and adherence to ethical and legal responsibilities.

#### CPSP Standard 130.9. Completion of CPSP Units in Progress

It is the policy of CPSP that a contingency plan be in place to complete a unit of CPE/T that has begun should the clinical supervisor commencing the unit be unable to complete it due to unforeseen circumstances. This plan should be in writing and filed with the chair of the PCC. It will be the responsibility of the PCC Chair to put the contingency plan in motion in order to complete the unit in progress.

#### CPSP Standard 130.10. Trainees, Supervisor, Program Evaluation Policy

Trainees and SITs will receive a final evaluation from his/her training supervisor within 21 business days of the completion of the training unit.

The final evaluation, at a minimum, should include the following data in a narrative section:

1. Dates of training unit
2. Type of unit (e.g., resident, intensive, extended, supervisory) and unit number
3. Trainee's demographic information, marital status, occupational background
4. Trainee's theological background
5. Trainee's clinical site(s)
6. Trainee's learning goals and how they were addressed, e.g., pastoral formation/identity, pastoral competencies, pastoral reflection
7. Trainee peer group identified
8. Recommendations for trainee's future training needs
9. Signatures of receipt from the trainee, SIT, and training supervisor, as applicable

The Diplomate or a designee will submit the Trainee Unit Verification Form at the conclusion of each unit, to the CPSP Administrative Coordinator, no later than twenty-one (21) business days following the completion of each unit. This will be completed for all trainees and SITs.

#### CPSP Standard 130.11. Research Policy

CPSP encourages research in the fields of pastoral care and counseling and articulates and evaluates the research component to each type and level of education offered. This document includes but is not limited to the following:

1. Use and adherence to an IRB

2. Selection of trainees involved in research
3. Process for selecting research projects
4. Report on any current or ongoing research
5. Listing of publications produced by the program or center, whether published or not

#### **CPSP Standard 140. Public Statements**

The Diplomate shall accurately describe the work and function of the center and its programs. All statements in advertising, publications, recruitment, and academic calendars shall be accurate and current.

The credential level of all training supervisors and SITs shall be listed in public documents, and their supervisory relationships indicated.

#### **CPSP Standard 150. Provisionally Accredited Programs**

*See also Accreditation Requirements for Provisionally Accredited Training Centers, page 23.*

CPSP Standard 150.1. An institution may be accredited, provisionally, as a clinical pastoral education training center by virtue of a certified Diplomate holding a position in the institution or having a contract with the institution to provide such a program.

While the program/center receives recognition as provisionally accredited, there are some aspects that require clarification. The following section seeks to assure trainees and the public of CPSP's highest commitment to ethics and to avoid confusion or misrepresentation.

CPSP provisionally accredited training programs will file an annual report.

CPSP Standard 150.2. Within one year of such employment or contract, a self-study must be underway, and reported to the accreditation team.

CPSP Standard 150.3. The self-study shall be an examination and evaluation of the program by a committee within the institution comprised of persons appointed by the Diplomate. The self-study will document the manner in which the program conforms to the minimum requirements for a training program under published CPSP Standards.

The training supervisor will submit the following:

1. Letter of intent to his/her Chapter convener
2. Documents for the Diplomate's Chapter regarding training needs, location, financial resources, and type of trainees for selection
3. Description of the goals and objectives
4. Draft curriculum
5. Type of program, i.e., extended and/or residency, clinical, community, distance learning, or supervisory
6. Number of proposed trainees
7. Proposed start date

8. Description of financial viability and, as appropriate, risk management plans
9. Receipt of CPSP fees paid to the Treasurer

CPSP Standard 150.4. The Diplomate, in concert with the Diplomate's Chapter and the Accreditation Team Leader, will organize the site visit. The Accreditation Team Leader will appoint a representative to the site-visit team. Consult with PCC for initiating a formal site review. Additionally, the Diplomate will:

1. Contact Chapter convener to conduct a formal site review with proposed date(s).
2. Submit the names of Diplomates, clinicians, and PCC members requested to participate in the site review.
3. Training supervisor/Diplomate secures location, date, and itinerary.

CPSP Standard 150.5. Expenses for the site visit will be borne by the institution that is being reviewed.

In respect of the time required to conduct a thorough review, assigned reviewers are to be reimbursed for expenses of lodging, meals, and travel. If driving, reimbursement is limited to the IRS mileage rate. (See Expense Voucher, page 40).

CPSP Standard 150.6–150.8. These standards address approval process for accreditation, which will be explained later in this document.

CPSP Standard 150.9. CPE/CPT centers where the supervisor is in process as an SIT are provisionally accredited as long as the training course continues. On the date of certification of the SIT, CPSP Standards 150.1–150.8 apply.

1. Prior to marketing, publicizing, or operating as a provisionally accredited program/center it is necessary that all materials reflect provisional status.
2. When operating as provisionally accredited, both on all formal and/or public documents, such as certificates of CPE/T credit, trainee evaluations, and contractual documents, carry the signatures of both the TS and the SIT.
3. Reference CPSP Standard 430.15. Demonstrate evidence of high ethical commitment, including respect for the worth and rights of persons and an understanding and assent to the CPSP Code of Ethics.

CPSP members will represent their qualifications accurately, limiting their practice only to their level and area of certification.

SITs must present evidence of professional liability insurance, to safeguard against misrepresentation of credentialing or other complaints brought by trainees, to their training supervisor.

# Accreditation and Reaccreditation Process for Pastoral Psychotherapy / Pastoral Counseling Programs

The term *psychotherapy* is utilized by persons who function at a most advanced level in one of the mental health fields of psychiatry, psychology, social work, pastoral counseling, professional counseling, marriage and family counseling, or nursing. The term literally means the cure of souls and has been the purview of religious work since antiquity.

All forms of psychotherapy have been significantly influenced by the psychoanalytic revolution of psychology.

The minister who practices pastoral psychotherapy must demonstrate mastery of the insights and principles of both theology and the behavioral disciplines, and more specifically, the contributions of psychology. The pastoral psychotherapist serves as a treatment resource for persons seeking help with their personal lives and relationships, seeking greater wholeness and self-awareness. The pastoral psychotherapist serves as a supervisor for others in pastoral counseling and pastoral psychotherapy training and as such must also demonstrate the ability to supervise counselors and psychotherapists in training. The training and certification of a pastoral psychotherapist prepares and authorizes the minister to function at this most advanced proficiency level of ministry.

## A. Guidelines for a Site Visit

1. Letter of intent to his/her Chapter convener
2. Documentations for the Diplomat's Chapter regarding training needs, location, financial resources, and type of trainees for selection
3. Description of the goals and objectives
4. Draft curriculum
5. Type of program, i.e., extended and/or residency, clinical, community, distance learning, or supervisory
6. Number of proposed trainees
7. Proposed start date
8. Description of financial viability and, as appropriate, risk management plans
9. Receipt of CPSP fees paid to the Treasurer

## B. Self-Study Guidelines for Pastoral Psychotherapy Programs

The self-study will provide a thorough description and review of the program in the following areas:

### **CPSP Standard 110: Program mission and philosophy**

The self-study will provide a description of the mission and philosophy of the training center, which may be associated with an institution or a non-institutional training center.

The objective of pastoral psychotherapy training is to provide all the necessary resources to enable the trainee to achieve high levels of competence in the art and science of pastoral psychotherapy so as to be able to function independently as a psychotherapist, supervisor, educator, and pastor.

CPSP Standard 110.1. Financial, human, and physical resources

CPSP Standard 110.2. Sufficient client pool to ensure opportunity for the practice of psychotherapy and counseling

CPSP Standard 110.3. Written agreements between educational programs and client agencies

### **CPSP Standard 120. Educational/Training Resources**

CPSP Standard 120.1. A faculty of sufficient size to fulfill program goals

The faculty shall include one or more Diplomates in pastoral psychotherapy with close involvement in the administration and supervision of the programs. Adjunct faculty of related disciplines may be designated for teaching and consulting.

CPSP Standard 120.2. A Professional Consultation Committee (PCC) charged with the responsibility of consulting with, evaluating, and supporting the programs

The self-study documentation will articulate and evaluate the development, orientation, and function of the PCC. This document needs to include, but not be limited to, the following:

1. A mission-vision statement for the PCC
2. The makeup of the membership to demonstrate diversity of disciplines, cultures, genders, religious or faith backgrounds
3. Levels within the organization or positions in the community that the program or center supports
4. A copy of the PCC handbook or orientation material
5. A copy of the member participation document, e.g., job description
6. Record of PCC involvement with training program
7. Complaint and grievance procedure
8. PCC evaluation of the program, or other relevant meetings

CPSP Standard 120.3. A training curriculum congruent with the growth and training/education needs of the trainees, the CPSP Standards, and the CPSP Covenant

The self-study documentation will articulate and evaluate the training/education foci of the program or center, including how it fits in with the mission and vision of any organization or community to which the program or center serves. Each program or center will evaluate the training required by the CPSP Standards.

The self-study documentation needs to include, but not be limited to:

1. The current schedule of clinical seminars, case presentations and individual and interdisciplinary group supervision
2. A comprehensive list of didactic topics, including content and relevant bibliography and, when relevant, the CPSP Standard(s)
3. Theological/spiritual/religious reflection process

CPSP Standard 120.4. Individual and peer group supervision, ensuring the peer group shall be composed of no less than three persons in training

Describe the means by which the teaching/training supervisor has access to the trainees' pastoral care and/or pastoral counseling practice, the number and types of reports required of the trainees, and the use of learning contract with the trainees. Provide a description of the educational plan for trainee at each level of learning of the program or center, i.e., resident, supervisory education, peer group, and other integrative experiences as well as individual and group supervision.

CPSP Standard 120.5. Access to Internet and/or library and training resources adequate for CPSP Standards

The self-study documentation will articulate how the program or center provides learning resources for the trainees. Dependent upon the type of program, the self-study should address, as a minimum, equipment and technology sufficient to offer independent research and learning, i.e., computers, Internet access, projection equipment, and peripherals.

CPSP Standard 120.6. Research Program

CPSP encourages research in the fields of pastoral care and psychotherapy. Those programs and centers engaged in research need to add documentation that articulates and evaluates the research component to each type and level of education offered. This document includes but is not limited to the following:

1. Use and adherence to an institutional review board (IRB)
2. Selection of trainees involved in research
3. Process for selecting research projects
4. Report on any current or ongoing research
5. List of publications produced by the program or center, whether published or not.

### **CPSP Standard 130. Policies and Procedures**

Training/Learning centers will include a copy of all current policies and procedures, which addresses the following:

CPSP Standard 130.1. Admission Policy that does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation or physical disability

Candidates entering CPSP must have, as a minimum, a high school diploma or GED (equivalent). Individuals pursuing certification must meet the minimum educational qualifications from accredited institutions. Admission also has the following formal requirements:

CPSP Standard 510.1. Master of Divinity, or Masters or Doctoral, or equivalent, level degree in theology, counseling, or related disciplines from an accredited college, university, or seminary, or equivalent course of study particular to the candidate's faith tradition

CPSP Standard 510.2. Fulfill the study requirements of 60 semester hours or its equivalent in the core mental health and pastoral counseling disciplines. Accredited colleges, universities, and programs of study must support the academic credit. Equivalency credit can be given for consultation and subsequent examination by a CPSP approved consultant. For equivalency, fifteen (15) contact hours will equal one semester hour.

CPSP Standard 510.3. No less than three years of full-time pastoral experience

CPSP Standard 510.4. Personal maturity

CPSP Standard 510.5. Completion of four (4) units of CPE/T or 1,600 hours of equivalent clinical training

CPSP Standard 510.6. Acceptance into a program accredited by CPSP to offer training in pastoral psychotherapy

CPSP Standard 130.2. Financial Policy that states fees, payment schedules, refunds, stipends, and benefits

Trainees accepted into CPSP training programs will receive an invoice from their supervisor indicating the balance due for services.

CPSP Standard 130.3. Complaint and Grievance Policy

It is the policy of CPSP, Inc., to provide an effective and timely method for trainees to bring forth issues of grievance and complaint regarding their clinical training. These issues and concerns may include any sort of harassment or abuse from peers and supervisors, or other personnel associated with the training program.

Reference the CPSP Code of Ethics for Pastoral Supervisors, Supervisors-in-Training, and Training Centers.

CPSP Standard 130.4. Maintenance of Trainee Records Policy

Trainee records are to be maintained by the training site for three years. In the fourth year, only the application will be maintained to show proof of the trainee participation, including a record of completed units. All other materials are to be shredded.

As a minimum, records to be maintained would include the following:

1. Application face sheet and application materials
2. Final evaluations from trainees and supervisor, or SIT
3. Copies of any disciplinary actions and complaints or grievances filed by trainees

CPSP Standard 130.5. Trainee Discipline, Dismissal, and Withdrawal Policy

A procedure for the discipline, dismissal, and withdrawal of trainees. The center/program may utilize the affiliated administration's disciplinary/ dismissal/withdrawal policy and/or approved in consultation with one's Chapter.

CPSP Standard 130.6. Ethical Conduct Policy

Reference CPSP Code of Professional Ethics and CPSP Ethics Complaint Protocol, *CPSP Standards*, [www.cpsp.org](http://www.cpsp.org).

CPSP Standard 130.7. Trainee Rights and Responsibilities Policy

A policy that adequately informs trainees regarding the requirements, procedures, and expectations associated with his/her professional role and function as CPE/T trainees. This should, as a minimum, include trainees' rights to confidentiality, to be treated with respect and protected, and to receive quality clinical and educational experiences.

#### CPSP Standard 130.8. Affiliation(s) Agreement

A formal agreement between the training site and the CPE/T training center that includes but is not limited to authorization to meet with patients, parishioners or clients; access to appropriate clinical records; protection of confidentiality, the rights of clients, patients, and parishioners; and adherence to ethical and legal responsibilities.

#### CPSP Standard 130.10. Trainees, Supervisor, Program Evaluation Policy

Trainees and SITs will receive a final evaluation from his/her training supervisor within 21 business days of the completion of the training unit.

The final evaluation, as a minimum, should include the following data in a narrative section:

1. Dates of training unit
2. Type of unit (e.g., resident, intensive, extended, supervisory) and unit number
3. Trainee's demographic information, marital status, occupational background
4. Trainee's theological background
5. Trainee's clinical site(s)
6. Trainee learning goals and how they were addressed, e.g., pastoral formation/identity, pastoral competencies, pastoral reflection
7. Trainee peer group identified
8. Recommendations for trainee's future training needs
9. Signatures of receipt from the trainee, SIT, and training supervisor, as applicable

Diplomate and/or delegate will submit the Trainee Unit Verification Form at the conclusion of each unit, to the CPSP Administrative Coordinator, no later than 21 business days following the completion of each unit. This is to be completed for all trainees and SITs.

#### CPSP Standard 130.11. Research Policy

CPSP encourages research in the fields of pastoral care and counseling and articulates and evaluates the research component to each type and level of education offered. This document includes but is not limited to the following:

1. Use and adherence to an institutional review board (IRB)
2. Selection of trainees involved in research
3. Process for selecting research projects;
4. Report on any current or ongoing research
5. Listing of publications produced by the program or center, whether published or not.

### **CPSP Standard 140: Public Statements**

The CPSP accredited program shall accurately describe the work and function of the center and its programs. All statements in advertising, publications, recruitment, and academic calendars shall be accurate and current.

The credential level of all training supervisors and SITs shall be listed in public documents, and their supervisory relationships indicated.

## **CPSP Standard 150. Provisionally Accredited Programs**

*See also Accreditation Requirements for Provisionally Accredited Training Centers, page 23.*

CPSP Standard 150.1. An institution may be accredited, provisionally, as a pastoral psychotherapy training center by virtue of a certified Diplomate holding a position in the institution or having a contract with the institution to provide such a program.

While the program/center receives recognition as provisionally accredited, there are some aspects that require clarification. The following section seeks to assure trainees and the public of CPSP's highest commitment to ethics and to avoid confusion or misrepresentation.

CPSP Standard 150.2. Within one year of such employment or contract, a self-study must be underway, and reported to the accreditation team.

CPSP Standard 150.3. The self-study shall be an examination and evaluation of the program by a committee within the institution comprised of persons appointed by the Diplomate. The self-study will document the manner in which the program conforms to the minimum requirements for a training program under published CPSP Standards.

The training supervisor will submit the following:

1. Letter of intent to his/her Chapter convener
2. Documents for the Diplomate's Chapter regarding training needs, location, financial resources, and type of trainees for selection
3. Description of the goals and objectives
4. Draft curriculum
5. Type of program, i.e., extended and/or residency, clinical, community, distance learning, or supervisory
6. Number of proposed trainees
7. Proposed start date
8. Description of financial viability and, as appropriate, risk management plans
9. Receipt of CPSP fees paid to the Treasurer

CPSP Standard 150.4. The Diplomate, in concert with the Diplomate's Chapter and the Accreditation Team Leader, will organize the site visit. The Accreditation Team Leader will appoint a representative to the site-visit team and to consult with the PCC for initiating a formal site review. Additionally, the Diplomate will:

1. Contact the Chapter convener with proposed date(s) to conduct a formal site review.
2. Submission of the names of Diplomates, clinicians, and PCC members requested to participate in the site review.
3. The training supervisor/Diplomate will secure the location, date, and itinerary.

CPSP Standard 150.5. Expenses for the site visit will be borne by the institution that is being reviewed.

In respect of the time required to conduct a thorough review, assigned reviewers are to be reimbursed for expenses of lodging, meals, and travel. If driving, reimbursement is limited to the IRS mileage rate. (See, *herein*, Expense Form).

CPSP Standard 150.6–150.8. These standards address approval process for accreditation, which is explained in the section Responsibilities and Actions of the Accrediting Review Team, page 24.

CPSP Standard 150.9. CPE/T centers where the supervisor is in process as an SIT are provisionally accredited as long as the training course continues. On the date of certification of the SIT, CPSP Standards 150.1–150.8 apply.

1. Prior to marketing, publicizing, or operating as a provisionally accredited program/center, it is necessary that all materials reflect provisional status.
2. When operating as provisionally accredited, signatures on all formal and/or public documents, such as certificates of CPE/T credit, trainee evaluations, and contractual documents, carry both the training supervisor and the SIT or equivalent title.
3. Reference CPSP Standard 430.15. Demonstrate evidence of high ethical commitment, including respect for the worth and rights of persons and an understanding and assent to the CPSP Code of Ethics.

CPSP members will represent their qualifications accurately, limiting their practice only to their level and area of certification.

SITs must present evidence of professional liability insurance, to safeguard against misrepresentation of credentialing or other complaints brought by trainees, to their training supervisor.

## Accreditation Requirements for Provisionally Accredited Training Centers

CPSP Provisional Accredited Training centers must be a legally incorporated entity or show evidence that such is in process.

CPSP Training Centers providing Supervisor-in-Training (SIT) programs for CPSP Provisional Accredited Training centers must be accredited by CPSP.

Before a proposed new CPE/T center may be considered for Provisional Accreditation status, the training supervisor is required to have a site visit, determine viability of the clinical sights, and engage key officials related to the CPE/T program. In addition, the training supervisor is to secure a consult from representative(s) of their Chapter and representative(s) of the Accreditation Team before the center can be launched to offer provisional accredited CPSP CPE/T.

CPSP training centers providing SIT supervision must be in an active relationship with a Supervisory Consortium. SITs in Provisionally Accredited CPE/T centers are to have on file signed contracts between the training center, SIT(s) and all institution(s) where the SIT works, and/or the SIT'S trainees are placed for clinical involvement. These contracts are to provide sufficient details related to mutual responsibilities and oversight. If multiple training units are involved, the contract will need to be current for each unit of CPE/T.

Prior to the launch of each training unit supervised by an SIT, accredited training centers are to secure a detail CPE/T program curriculum from the SIT, which provides evidence that the SIT has planned well and that the program meets all CPSP Standards, including 100 hours of clinical supervision, and 300 hours of clinical involvement, provided by each trainee.

All Final Evaluations produced by SITs are to be reviewed and counter-signed by the training supervisor. Final Evaluations are to be maintained by the training center for seven years. The same is true of the training supervisor's evaluation(s) of SITs.

The training center is to register with the CPSP Administrative Coordinator each successful completion of the SIT's trainee's CPE/T Units.

Training centers are to keep on file copies of the curriculum of each CPE/T unit's for a minimum of seven (7) years.

Training centers providing SIT training are to provide SITs with a training curriculum. The curriculum is to be specific regarding the training structure requirements such as, but not limited to:

1. Hours of Individual Supervision per week: Face-to-Face: \_\_\_\_ Skype: \_\_\_\_
2. Hours of Group Supervision per week: Face-to-Face: \_\_\_\_ Skype: \_\_\_\_
3. Reading/research/writing requirements
4. Required "site review" by training supervisor prior to the launch of a new training program run by the SIT
5. The number of site visits by the training supervisor per CPE/T unit to the institution where the SIT is providing training: \_\_\_\_

CPSP training centers will file an Annual Report to the Accreditation Team that will address, but not be limited to, items 1–5 above.

## Responsibilities and Actions of the Accrediting Review Team

- ✓ Works with training directors to ensure knowledge of the accreditation process is communicated clearly.
- ✓ Informs Accreditation Team Leader of training director(s) request for accreditation/reaccreditation.
- ✓ Ensures that location, date, and time of accreditation site visit and requested members are present.
- ✓ Examines the self-study, the site visit report, and the program/ center's response to the site visit report.
- ✓ Each Chapter member conducting the site visit independently will:
  1. Document concerns, stipulations, and commendations he/she has with how the program/center is meeting specific standards.
  2. Present his/her recommendations regarding the accreditation decision and suggested concerns, stipulations, and commendations to the meeting of the entire Chapter.
- ✓ The Chapter and the Accreditation Team Reviewer, by consensus, will take one of the actions described below:
  1. Recommend initial accreditation or renewal of accreditation to programs/centers evidencing compliance with accreditation standards. Accreditation is granted for a period of seven (7) years.
  2. A program/center with minor deficiencies may be granted accreditation with recommendations, provided there is a corrective action plan (see Appeals Process, page 26). The Assigned Reviewer's report will specify recommendations that must be addressed in an interim report, which will be due at a time determined by the Chapter, or by an interim site visit to be conducted at a time determined by the Accreditation Team Leader.
  3. Deny recommendation of approval. Denial of initial accreditation or renewal of accreditation indicates that a program does not meet accreditation standards.

### A. Responsibilities and Actions of the Accreditation Assigned Reviewer(s)

1. Assigned Reviewers must hold certification status as a Diplome.
2. Coordinates and facilitates the site review with the Chapter convener and Diplome.
3. Reviews all written documentation submitted by the training center and Chapter.
4. Conducts a site review and submits a report to Chapter convener and Accreditation Team Leader.
5. Works with the Diplome and Chapter convener in developing an interview process for meeting with center, institution, and program leaders and trainees, including but not limited to:
  - a. CEO, COO, or director of pertinent organization (equivalent)
  - b. Program/center director and supervisor(s)
  - c. Professional consultation committee (or select members)
  - d. Chapter members (CPSP Standard 120.4)
6. Observes interview process with residents, interns, former trainees, and staff of program/center to bear witness to the Chapter's due diligence on accreditation.
7. Reviews processes for maintaining confidential trainee records (130.4).

8. Writes and delivers the exit interview with primary program/center leaders, including:
  - a. Recommendations for or against accreditation.
  - b. Stating commendations, notations for improvement, and deficiencies of program/center.
9. Writes the final site visit report and submits to the Chapter convener for input and signature prior to submitting a copy to the Accreditation Team Leader and the reviewed program/site within twenty-one (21) business days of site review.
10. Confirms that the Center seeking accreditation has paid the appropriate accreditation fee to the CPSP Treasurer.

## **B. Responsibilities and Actions of the CPSP Accreditation Team Leader**

1. The CPSP Accreditation Team Leader must hold certification status as a Diplomat.
2. Maintains accreditation standards for CPSP.
3. Recruits, orients, and trains accreditation assigned reviewers.
  - a. A minimum of two approved and trained reviewers will be available in each region.
  - b. Assigned reviewers will not serve as the reviewer for members of their own Chapter.
4. Provides ongoing support to assigned reviewers for accreditation.
5. Receives and approves requests for accreditation site visits.
6. Receives accreditation site visit reports from assigned reviewer for the purposes of approval or request for clarifying documentation prior to recommending the site report to the CPSP Accreditation Team (CPSP Standard 150.6).

## **C. Responsibilities and Actions of the CPSP Accreditation Team**

CPSP Standard 150.7. The CPSP Accreditation Team will accept and review the report of the site visit or send the report back to the Chapter for further review.

1. If the training center is recommended for approval, a confirmation letter will be provided to the training center director. The approved training center will receive a certificate at the next Plenary. If director of the training center is not present, the certificate will be mailed.
2. If the training center is not recommended for approval, a letter will be provided to the training center director, Accreditation Team Leader, and the Chapter convener. The program has fifteen (15) days in which to respond.

CPSP Standard 150.8. If the site visit report is accepted, the Pastoral Psychotherapy Center will remain accredited for the subsequent seven (7) years. The Diplomat's Chapter will continue to provide oversight as is required for all centers functioning under the auspices of a given Chapter.

## Appeals Process

A program that is denied initial accreditation and/or reaccreditation may appeal.

### A. Basis for Appeal

A program/center may request an independent appeal panel to formally review an adverse decision of the Chapter.

1. A program/center desiring to appeal an adverse decision by the Chapter must notify the Accreditation Team Leader of the intent to appeal.
2. Written notification must take place within fifteen (15) business days of receipt of the Chapter's decision not to accredit. If the program/center does not notify the Accreditation Team Leader within fifteen (15) business days, the right to appeal is void, and the decision of the Chapter is final.
3. The Accreditation Team Leader must respond in writing within (15) business days of receipt of the appeal.

### B. Appeal Documentation

The program/center must state, in writing, the specific reasons for the appeal within forty-five (45) business days of the notice of intent to appeal. All supporting materials must accompany the statement.

### C. Selection of Appeal Panel

The Accreditation Team Leader will supply the program with a list of five (5) names of individuals eligible to serve on a three-person appeal panel. The members of the appeal panel will have a working knowledge about and experience with CPSP accreditation policies and procedures.

Persons who present a conflict of interest with the appellant program will not be selected to serve on the panel. Panel members must not have served as site visitors to the appellant program or be current members of the Chapter.

The program Chapter must notify the Accreditation Team Leader if it disapproves of any of the listed individuals with cause, and it may indicate a rank of preference. The program/center may not disapprove of more than two of the five people listed without cause. The three-member appeal panel will be appointed by the Accreditation Team Leader from the list of names reviewed by the program. The appeal panel will select one of its members to be chair.

### D. Appeal Panel Procedures

The Chapter, in consultation with the program/center and the appeal panel, shall establish the date, time, and location of the hearing.

The hearing shall be held within forty-five (45) days after the appeal panel is appointed.

The program/center director and the CPSP Accreditation Team Leader will be notified in writing thirty (30) days prior to the hearing date.

The appeal panel will consider only the facts and information in the record at the time of the Chapter's decision.

Prior to the hearing, the appeal panel will receive:

1. All materials in the record at the time of the Chapter's adverse decision, including the decision letter that was sent to the program.

2. The program's request for the appeal and all supporting materials provided by the program.
3. The appeal panel has jurisdiction only over whether or not the Chapter has appropriately adhered to CPSP policies, procedures, and standards. The panel will not address the merits of an established accreditation standard or procedure.

At the hearing, the convener of the Chapter and the appellant program/center director shall have the right to attend the hearing or send a designated representative to present a statement or argument in support of or in opposition to the appeal. In such a case, the appellant program/center shall be afforded a forty-five-minute (45) opportunity to be heard first.

Then, the Chapter representative shall be afforded a forty-five-minute (45) opportunity to be heard.

Finally, the appellant program/center shall be afforded fifteen (15) minutes to present a closing statement. The appeal panel may question the program/center and Chapter representatives regarding facts presented.

The Accreditation Team Leader also will be present to answer questions from the panel.

## E. Appeal Panel Decisions

The appeal panel may decide to:

1. Uphold the Chapter's decision
2. Remand to the Accreditation Team Leader for reconsideration

The appeal panel chair shall advise the appellant program/center, the chief executive officer of the institution and/or training director, and the Chapter of its decision in writing within thirty (30) business days of the appeal hearing. This notification will contain the basis on which the decision was made.

The appellant may, if not satisfied, may appeal finally to a subcommittee of the CPSP Leadership Team, which will review the appeal within sixty (60) business days. The decision of the Leadership Team will be final.

## F. Expenses of Appeal

The program/center requesting an appeal will be responsible for any travel expenses incurred during the appeal.

If the program/center desires to have an official transcript of the proceedings of the hearing, it will arrange and pay for a transcriber to be present. The program/center will supply one (1) copy of the transcript to the Accreditation Team Leader at appellant's expense.

## Accreditation and Compliance

In consultation with the Accreditation Team Leader, the accrediting Chapter may revoke a program/centers accreditation if the training program fails to demonstrate and maintain compliance with the standards for accreditation (see Appendix D, Accreditation Compliance Checklist).

1. Submission of the Unit Verification Form for Trainees and SITs
2. Adherence to Ethical Codes of CPSP and/or other professional organizations
3. Completion of Trainee and SIT Final Evaluations within specified days
4. Ongoing Chapter participation
5. Maintaining current records and communication with the PCC
6. Ensuring fees are paid and up-to-date
7. Maintaining proper and confidential records of trainee materials

A written report must be provided to the training director and Chapter members citing the deficiencies.

The training program has thirty (30) business days in which to respond to the deficiencies with a plan to correct them.

Failure to comply will result in training center being removed from the CPSP Training Centers Directory and will not be recognized as a CPSP training center.

## Appendices

Appendix A	Glossary
Appendix B	Site Visit Request Form
Appendix C	Accreditation Checklist
Appendix D	Accreditation Compliance Checklist
Appendix E	Site Visit Accreditation Report Guidelines
Appendix F	Expense Voucher (site visit and other expenses)
Appendix G	Trainee/SIT Unit Verification Form
Appendix H	CPSP Code of Ethics for Pastoral Supervisors, Supervisors-In-Training, and Training Centers
Appendix I	Example of CPE/T Learning Outcomes

## APPENDIX A

### Glossary

**Business Plan** – is a formal statement of a set of business goals, the reasons they are believed attainable, and the plan for reaching those goals. It also may contain background information about the organization or team attempting to reach those goals.

**Center** – is the common term used for CPE/T or Psychotherapy Learning Center, which is an independent academic unit within higher education that exist to provide support services for faculty, students, and other services, depending on the individual institution.

**Commission on Accreditation of Pastoral and Psychotherapy Training (CAPPT)** – a non-profit organization designed to hold CPSP accountable. It provides oversight to CPSP training programs to ensure the public's interest is considered with quality training and educational programs and that training/educational programs meet established standards.

**CPSP Accreditation Manual** – is a treatise on the subject of how a center or program demonstrates eligibility for accreditation as a CPSP center or program. The treatise offers guidance that fosters a successful accreditation process as a CPSP center or program.

**CPSP Accreditation Team** – is comprised of an Accreditation Team Leader and at least two at-large members who oversee, recommend for approval to the Governing Council, or give commendation.

**Education/Training Methodology** – is the systematic, theoretical analysis of the methods applied to a field of study or the theoretical analysis of the body of methods and principles associated with clinical pastoral education and psychotherapy training. It typically encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. A methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which method, set of methods, or so-called best practices can be applied to a specific case, in this instance action–reflection– action.

**Financial Viability** – is a review of the financial backing and support from an institution or independent office to support a training center.

**Institutional Centers** – refers to training centers that are affiliated with a larger institution; however, as with all training centers, they are held accountable to their Chapter and professional consultation committee (PCC).

**Institutional Review Board (IRB)** – also known as an independent ethics committee or ethical review board, is a committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans. They often conduct some form of risk-benefit analysis in an attempt to determine whether or not research should be done. The number-one priority of IRBs is to protect human subjects from physical or psychological harm.

**Assigned reviewer**– is an independent individual who does not have direct professional responsibility for the center or program under review, ensuring an independent and objective review. Within the context of accreditation reviews, the practical solution is simply to include a fresh perspective based on the principle that those who are too

close to the center or program may overlook issues. Thus, reviewers should not have been significantly involved in the center or program under review.

**Policies and Procedures** – is a principle or protocol to guide decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or protocol. Policies are generally adopted by the Board of Directors or senior governance body within an organization, whereas procedures or protocols would be developed and adopted by senior executive officers. Policies can assist in both subjective and objective decision making.

**Program** – is the term used for educational programs written by the institution or educator of education, a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research, and which determines the learning progress of each subject in all the stages of formal education. Educational programs help people decide if they are going to be a chaplain or pastoral counselor, or not.

**Risk Management Plan** – is a document that a center or program manager prepares to foresee risks, estimate impacts, and define responses to issues. A risk is "an uncertain event or condition that, if it occurs, has a positive or negative effect on a project's objectives." Risk is inherent with any program and leaders should assess risks continually and develop plans to address them. The risk management plan contains an analysis of likely risks with both high and low impact, as well as mitigation strategies to help the project avoid being derailed should common problems arise. Risk management plans should periodically be reviewed by the project team to avoid having the analysis become stale and not reflective of actual potential project risks.

**Non-Institutional Centers** – refers to training centers that are not affiliated with a larger institution; however, as with all training centers, they are held accountable to their Chapter and professional consultation committee (PCC).

**Standards** – also called academic standards, content standards, and curricula, are elements of declarative, procedural, schematic, and strategic knowledge that, as a body, define the specific content of an educational program. Standards usually are composed of statements that express what a student knows, can do, or is capable of performing at a certain point in their learning progression.

APPENDIX B

Site Visit Request Form

Submit Form to the Accreditation Team Leader

Today's Date: \_\_\_\_\_

Name of Proposed Clinical Site \_\_\_\_\_

Location for Site Visit: \_\_\_\_\_

Proposed Date and Time for Site Visit: \_\_\_\_\_

Do you have your Chapter's Sponsorship? Yes \_\_\_\_\_ No \_\_\_\_\_

Chapter Convener's Signature: \_\_\_\_\_

Diplomate's Signature: \_\_\_\_\_

APPENDIX C

Accreditation Checklist

<b>Accreditation Checklist for Assigned Reviewer and/or Chapter Members</b>		
Consultant/Chapter Member's Name: _____		
Date of Consultation: _____		
Name of the Educational/Training Center: _____		
Name of the Director/Supervisor: _____		
<b>INSTRUCTIONS:</b> Consultant and/or Chapter members need to validate each aspect of the educational program, which addresses the following standards. A comments and notes section is provided at the end. Include comments and notes of the program that excel and/or fail to meet the standards.	Meets	Fails to Meet
<i>110 - Program Mission and Philosophy</i>		
Articulates a clear mission statement and/or philosophy for the training center.		
Describes the type of program (clinical, distance education, community-based). Programs need to be specific with details as to the uniqueness of their program.		
110.1- Demonstrates adequate financial resources. A business plan might be included, but not necessary.		
110.2 - Offers physical and human resources.		

110.3 - Written agreements between educational programs and agencies.		
<i>120 - Educational Resources</i>		
120 - Sufficient faculty for Clinical Pastoral/T Programs. Minimum of one Diplomate in CPE/T Supervision for CPE/T programs (CPSP Standard 400).		
120.1- Sufficient faculty for Pastoral Counseling/Psychotherapy Programs. Minimum of one Diplomate in Pastoral Psychotherapy (CPSP Standard 500).		
120.2 - Professional Consultation Committee (PCC). At a minimum, program demonstrated the development, orientation, and function of PCC.		
120.3 - Training Curriculum. Demonstrates list of didactic topics and relevance to CPSP Standards; bibliography, and an identified measurement criteria (outcomes) for trainees.		
120.4 - Describes the uniqueness of the individual and group supervision experiences for trainees.		
120.5 – Adequate Internet and/or library and training resources. Articulates learning resources available to trainees, i.e., confidential space for supervision, available technological equipment, and if required respite space.		
120.6 - Research program. As applicable to training program, use and adherence to an institutional review board (IRB), selection of trainees and others involved in research projects, etc.		
<i>130 - Policies and Procedures. Programs will include in their self-study copies of all current policies and procedures.</i>		
130.1 - Admission Policy. A policy that does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation or physical disability.		
130.2 - Financial Policy. A policy that states fees, payment schedules, refunds, stipends and benefits.		
130.3 - Complaint and Grievance Policy. A policy that provides an effective and timely method for trainees to bring forth issues of grievance and complaint regarding their training.		
130.4- Maintenance of Trainees Policy. Policy. A procedure for maintaining trainee records for three years that addresses confidentiality, access, content, and custody of records should the center be without accreditation.		
130.5- Trainees Disciplinary, Dismissal, and Withdrawal Policy. A procedure for the discipline, dismissal, and withdrawal of trainees.		

130.6- Ethical Conduct Policy. A procedure for responding to ethical concerns.		
130.7- Trainee Rights and Responsibilities Policy. A policy that adequately informs trainees regarding the requirements, procedures and expectations associated with his or her professional role and function as CPE/T or Pastoral Psychotherapy trainees. This should, as a minimum, include trainee confidentiality; rights respected and protected; and receive quality clinical and educational experiences.		
130.8 - Affiliation(s) Agreement. An agreement for training at the ministry site that includes but is not limited to authorization to meet with patients, parishioners or clients; access to appropriate clinical records; informed consent with regard to teaching materials; and agreement by the trainees to abide by center policies, which protect confidentiality and the rights of clients, patients, and parishioners.		
130.9 - Completion of CPSP Units in Progress. A policy or contingency plan for trainees to complete a unit of CPE/T that has begun should the clinical supervisor commencing the unit be unable to complete it due to unforeseen circumstances.		
<p>130.10 - Trainees, Supervisor, Program Evaluation Policy. A policy, which delineates the following two aspects:</p> <p>a. Trainees and SITs will receive a final evaluation from his/her training supervisor within twenty-one (21) business days of the completion of the training unit. Supervisors will co-sign all evaluations written by SITs. (New)</p> <p>b. Diplomate and/or representative submit the Trainee Unit Verification Form at the conclusion of each unit. This form must be submitted no later than twenty-one (21) business days following the completion of each unit. Forms may be obtained on the CPSP website. SITs will submit the Trainee Unit Verification Form to his/her supervisor for final signature prior to submission to the CPSP Administrative Office.</p>		
130.11 - Research Policy. An optional policy that articulates and evaluates the research component to each type and level of education offered. This document includes, but is not limited to, the following: the use and adherence to an IRB (institutional review board); the selection of trainees involved in research; the process for selecting research projects; a report on any current or ongoing research; a listing of publications produced by the program or center, whether published or not.		

COMMENTS / NOTATIONS (add additional pages as needed).

APPENDIX D

Annual Accreditation Compliance Checklist

Minimal Compliance Standards	Compliance	Out of Compliance
Submits Unit Verification Form for Trainees and SITs.		
Adheres to CPSP and other professional ethical codes.		
Completes trainees/SITs final evaluations within CPSP Standards.		
Participates regularly in Chapter.		
Maintains current records and communication with the Professional Consultation Committee (PCC).		
Training center and Diplomate fees are up-to-date.		
Maintains proper and confidential trainee/SIT materials and records.		
Provides evidence of current seven-year review and/or approval.		

Recommendation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Accreditation Compliance Reviewer(s) Signature / Date:

---

NOTE: Written report submitted to training director and Chapter convener. The training director has 15 business days to respond with a plan to correct deficiencies.

## APPENDIX E

### Site Visit Accreditation Report Guidelines

Center's Name and Contact Information: \_\_\_\_\_

Director of Center: \_\_\_\_\_

CPE/T Supervisor: \_\_\_\_\_

Reviewing Chapter: \_\_\_\_\_

Chapter Convener: \_\_\_\_\_

Chapter Members Present: \_\_\_\_\_

Assigned Reviewer(s): \_\_\_\_\_

Assigned Reviewer(s) Chapter: \_\_\_\_\_

Date of Site Visit Review: \_\_\_\_\_

#### INTRODUCTION & BACKGROUND

History of the Hospital/Center:

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Leaders in the Pastoral Care Department/Pastoral Psychotherapy Training Center and Pastoral Consultation Committee:

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THE CPSP ACCREDITATION STANDARDS (A narrative description that addresses each Standard)

CPSP Standard 110: Program mission and philosophy

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CPSP Standard 120: The Accredited Program Educational Program / Curriculum

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CPSP Standard 130: Accredited Program

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CPSP Standard 140: Public Statements

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SUMMARY (observations and notations, if any identified)

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RECOMMENDATION:

I recommend full and complete accreditation as a CPE/T Training Center and/or Pastoral Psychotherapy Training Center.

I recommend provisional accreditation as a CPE/T Training Center and/or Pastoral Psychotherapy Training Center.

Corrections or notations to be addressed prior to full and complete recommendation.

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SIGNATURES / DATES:

CPSP Assigned Reviewer:

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Director of Training Program:

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CPSP Chapter Convener:

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## APPENDIX F

### Expense Voucher

The Assigned reviewer will present a copy of expenditures and all receipts to the director of the training center reviewed for reimbursement. A copy will also be submitted to the Chapter convener.

Please attach all receipts and documentation to receive payment promptly.

Name \_\_\_\_\_

Today's Date \_\_\_\_\_

Institution/Facility \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Meeting Attended \_\_\_\_\_

Meeting Date \_\_\_\_\_

#### Travel

Auto miles \_\_\_\_\_ @ IRS mileage rate \$ \_\_\_\_\_

Air \$ \_\_\_\_\_

Cab \$ \_\_\_\_\_

Car rental \$ \_\_\_\_\_

Parking \$ \_\_\_\_\_

Other \_\_\_\_\_ \$ \_\_\_\_\_

#### Accommodations

Hotel \$ \_\_\_\_\_

Meals \$ \_\_\_\_\_

Other Allowed Expenses: (Please List)

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

EXPENSE TOTAL \$ \_\_\_\_\_

**APPENDIX G**

**CPSP Trainee/SIT Unit Verification Form**

**SUPERVISOR OR CHAPTER CONVENER:**

Name of Supervisor or Chapter Convener:		Date:	
Mailing Address:			
City:	State:	ZIP:	Country:
Telephone Number:		Email Address:	

**TRAINEE/SUPERVISOR-IN-TRAINING UNIT(S):**

Name of Trainee	Unit(s) Completed	Hospital Based Type of Unit	Hospital/Agency Name	Date of Unit(s)
		<input type="checkbox"/>		

Signature of Supervisor/Chapter Convener:

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Signature required for mailed forms only. Emailed forms do not require a signature.

As Supervisor/Chapter Convener, please complete this form and return it to  
 Krista Argiropolis, Administrative Assistant, by email, fax, or post:  
 EMAIL: [cpspadmin@gmail.com](mailto:cpspadmin@gmail.com)  
 ADDRESS: 114 Frank C. Gilman Highway  
 Alton, New Hampshire 03809  
 Emailed forms will be accepted only if they are sent by the unit Supervisor/Chapter Convener.

Additional copies of this form may be found at <http://www.pastoralreport.com/documents.html>

## APPENDIX H

### CPSP Code of Ethics for Pastoral Supervisors, Supervisors-In-Training, and Training Centers

The Code of Ethics is a set of principles of conduct that guide decision-making and professional behavior. The purpose of the code is to provide Diplomates in clinical pastoral education/training supervision, Diplomates in pastoral psychotherapy (henceforth referred to as pastoral supervisors), and supervisors-in-training (SITs) with guidelines for making ethical choices in the conduct of their work and inform the public as to what they should expect from these individuals.

#### **Pastoral Supervisors**

- Affirm the dignity and value of each individual.
- Protect trainees/clients from predatory/destructive relationships.
- Respect the right of each faith group to hold to its values and traditions.
- Advocate for professional accountability that protects the public and advances the profession.
- Respect the cultural, ethnic, gender, racial, sexual orientation, and religious diversity of other professionals and those served and strive to eliminate discrimination.

#### **A. In Relationships with Trainees and/or Clients**

Pastoral supervisors understand “trainees/learners, clients, patients, or parishioners” (refer to the same type of persons served and will be used interchangeably throughout this document) to be any individual to whom they are providing pastoral supervision, pastoral care, or pastoral counseling. As such, they agree to adhere to the following standards of professional ethics.

1. Speak and act in ways that honor the self-worth and significance of every individual.
2. Provide care and supervision that is intended to promote the best interest of trainees and clients and to foster strength, integrity, learning, and healing.
3. Demonstrate respect for the cultural and religious values of those they serve and refrain from imposing their own values and beliefs on those served.
4. Are mindful of the imbalance of power in the professional student/ trainee/learner/clients relationship and refrain from exploitation or manipulation of that imbalance.
5. Avoid or correct any conflicts of interest or appearance of conflicting interest(s). Conflicts of interest are consistent with the written policies of the training centers and institutional compliance policies. In what appears to be a potential conflict of interest, the supervisor (Diplomate) and/or SITs consult with their Chapter and other Diplomates.

6. Refrain from any form of exploitative behavior, sexual misconduct, sexual harassment, or sexual assault in relationships with trainees and clients.
7. Refrain from any form of harassment, coercion, intimidation, or otherwise abusive words or actions in relationships with trainees and clients.
8. Safeguard the confidentiality of trainees and clients when using materials for educational purposes or written publication.
9. Respect the confidentiality of information entrusted to them by trainees 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 (duty to warn), or when required by law.
10. Ensure that all student application materials be maintained in a confidential file.
11. Understand the limits of their individual expertise, scope of practice, and make referrals to other professionals when appropriate.
12. Provide clear expectations regarding responsibilities, appointment schedules, fees, and payments.

**B. Video-Taping, Audio-Taping, and Distance-Learning Program Standards**

1. The ethical use of cameras and taping is the accepted industry standard of all supervisory training programs to ensure highest quality of supervisors and counselor development.
2. Pastoral supervisors are authorized to use cameras and/or other technological equipment to record individual and/or peer group sessions for supervision and training purposes only. Recorded data will be maintained only to serve the purpose of supervision and/or certification, after which it will be destroyed.
3. At a minimum, discuss matters related to confidentiality, type of online/video methodology utilized that is secure for group and individual supervision, etc.
4. Pastoral supervisors will safeguard client rights and confidentiality of recorded mediums through the use of maintaining the recordings in a secure setting as well as ensure the participants and pastoral supervisor review and sign a “Consent to Audiotape or Videotape” form. (See examples for CPE/T and Pastoral Psychotherapy Supervisor-In-Training Consent Forms below.)

**C. In Relationship with Ecclesiastical and Professional Institutions**

Pastoral supervisors are accountable to their faith communities, one another, and other organizations.

1. Maintain good standing in their faith group.
2. Abide by the professional practice and/or teaching standards of the certifying organizations/state licensing board, the community and the institution in which they are employed. If for any reason a pastoral supervisor is not free to practice or teach according to conscience, she/he shall notify the employer, CPSP, other professional organizations, and faith group as appropriate.

3. Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent an affiliation with any institution.
4. Maintain current and adequate professional liability insurance, or ensure that one is adequately protected under one's employer.

**D. In Relationship with Other Professionals and the Community**

1. Represent accurately their professional qualifications and affiliations.
2. Exercise good stewardship of resources entrusted to their care, and employ sound financial practices.
3. Respect the opinions, beliefs, and professional endeavors of colleagues and other professionals.
4. Seek advice and counsel of other professionals whenever it is in the best interest of those being served and refer when appropriate.
5. Provide expertise and counsel to other professionals in advocating for best practices in care.
6. Seek to establish collaborative relationships with other community and health professionals.
7. Advocate for changes in their institutions that would honor spiritual values and promote healing.
8. Communicate all sufficient and necessary information to other professional members while respecting the privacy of trainees and/or clients.
9. Ensure that private conduct does not impair the ability to fulfill professional responsibilities or bring dishonor to the profession.
10. Clearly distinguish between statements made or actions taken as a private individual and those made as a member or representative of one of the cognate organizations.
11. Complete all final evaluations for trainees according to the standards established by CPSP.
12. Participate regularly within a CPSP blended and/or Diplomate Chapter.
13. Pastoral supervisors and SITs will refrain from participation in the same Chapter.

**E. In Advertising**

Pastoral supervisors engage in appropriate informational activities that educate the public about their professional qualifications and individual scopes of practice.

1. Represent their competencies, education, training, and experience relevant to their practice of spiritual care, education, and counseling in an accurate manner.
2. Do not use any professional identification (business cards, letterhead, Internet, or telephone directory, etc.) if it is false, misleading, fraudulent or deceptive.

3. List and claim as evidence only degrees and certifications that are earned from educational institutions and/or training programs recognized by the certifying organizations of pastoral care, pastoral supervision, or psychotherapy.
4. Represent themselves as providing specialized services only if they have the appropriate education, training, or supervised experience.

#### **F. In Research**

Pastoral Supervisors engaging in research follow guidelines and applicable laws that strive to protect the dignity, privacy, and well being of all participants.

1. Engage only in research within the boundaries of their competence.
2. Ensure that research activities involving human participants are aware of the research question, design, and implementation. Adhere to all IRB standards.
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. Inform all participants of the right to withdraw consent and to discontinue involvement at any time.
5. Maintain sensitivity to the cultural characteristics of participants when conducting research.
6. Maintain the confidentiality of all research participants and inform participants of any limits of that confidentiality.
7. Use any information obtained through research for professional purposes only.
8. Exercise conscientiousness in attributing sources in their research and writing, thereby avoiding plagiarism.
9. Report research data and findings accurately.

#### **G. In Relationship to Social Media**

Pastoral supervisors are aware that social media (for example, Internet, text messaging, e-mail, 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.

1. Recognize that the ethical principles of the Professional Code of Ethics apply to the use of social media.
2. Engage in honest and respectful communication both professionally and personally in all social media activity.
3. Maintain a clear professional identity and refrain from developing inappropriate social media relationship with clients, trainees, employees, or other individuals.

4. Refrain from speaking formally or informally on behalf of CPSP when engaging in personal social media activity unless authorized to do so.
5. Be mindful of the privacy and confidentiality of trainees, clients, and others and not engage in the use of social media in any way that may breach another's privacy and confidentiality.

**Consent to Audiotape or Videotape Clinical Pastoral  
Education/Training Session(s)**

(Trainee) I, \_\_\_\_\_ give my consent for Clinical Pastoral Education/Training (CPE/T) sessions to be audiotaped and/or videotaped for supervisory and educational purposes. I understand the tapes may be reviewed in individual and/or small peer group supervision sessions, or for certification purposes. The guidelines of the audio/video-taping procedure, supervision, and confidentiality have been explained to me. The audio/video-tapes will be erased upon the completion of my Supervisor-In-Training supervision and/or certification process.

(SIT Name) \_\_\_\_\_ is providing CPE/T, is a CPSP CPE/T Supervisor-In-Training. As part of the training s/he is required, according to CPSP Standards to tape sessions for educational/training purposes, supervision, and/or certification.

The SIT is being supervised by CPE/T Diplomate (Name):

\_\_\_\_\_

and is associated with the approved CPSP Training Center:

\_\_\_\_\_

and may be reached at: \_\_\_\_\_ (phone) or \_\_\_\_\_ (email).

CPE/T Trainee Name and Signature

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

CPE/T Supervisor-In-Training Name and Signature

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

**Consent to Audiotape or Videotape Pastoral Psychotherapy Session(s)**

(Trainee) I, \_\_\_\_\_ give my consent for Pastoral Psychotherapy sessions to be audiotaped and/or videotaped for supervisory and educational/training purposes. I understand the tapes may be reviewed in individual and/or small peer group supervision sessions, or for certification purposes. The guidelines of the audio/video-taping procedure, supervision, and confidentiality have been explained to me. The audio/video-tapes will be erased upon the completion of my Supervisor-In-Training supervision and/or certification process.

(SIT Name) \_\_\_\_\_ is providing Pastoral Psychotherapy Training, is a CPSP CPE/T Pastoral Psychotherapy Supervisor-In-Training. As part of the training s/he is required, according to CPSP Standards, to tape sessions for educational/training purposes, supervision, and/or certification.

The SIT is being supervised by the Diplomate in Pastoral Psychotherapy (Name):

\_\_\_\_\_

and is associated with the approved CPSP Training Center:

\_\_\_\_\_

and may be reached at: \_\_\_\_\_ (phone) or \_\_\_\_\_ (email).

Pastoral Psychotherapy Trainee Name and Signature

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

Pastoral Psychotherapy Supervisor-In-Training Name and Signature

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX I

### Example of CPE/T Learning Outcomes

It is important that individuals engaged in CPE/T programs gain awareness and competencies in several areas, to include fundamental issues of pastoral formation, pastoral competence and pastoral reflection. Listed below is one example of outcomes, which may serve as a guide in helping each program determine how well trainees have accomplished CPE/T Goals and Objectives for personal and professional development and to attain professional certification.

CPE/T programs may want to modify the following based on their particular training programs; however, at the conclusion of CPE/T trainees should be able to:

#### Pastoral Formation

230.2 To develop the self as a work in progress and to cultivate the understanding of the self as the principal tool in pastoral care and counseling. This includes the ability to reflect and interpret one's own life story both psychologically and theologically.

230.3 To demonstrate the ability to establish a pastoral bond with persons and groups in various life situations and crisis circumstances.

230.6 To demonstrate the ability to provide a critical analysis of one's own religious tradition.

230.11 To demonstrate the ability to make effective use of the behavioral sciences in pastoral ministry.

230.13 To demonstrate familiarity with the basic literature of the field: clinical, behavioral and theological.

Scale: (1 = Not at all, 2 = minimally, 3 = satisfactorily, 4 = consistently)

This Trainee is able to:	1	2	3	4
Demonstrate awareness of him/herself as a minister and of the ways his/her ministry affects persons.				
Demonstrate awareness of how her/his attitudes, values, assumptions, strengths, and weaknesses affect her/his pastoral care.				
Engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.				

#### Pastoral Competence

230.1 To develop the ability to make use of the clinical process and the clinical method of learning. This includes the formulation of clinical data, the ability to receive and utilize feedback and consultation, and to make creative use of supervision.

230.4 To demonstrate basic care and counseling skills including listening, empathy, reflection, analysis of problems, conflict resolution, theological reflection and the demonstration of a critical eye so as to examine and evaluate human behavior and religious symbols for their meaning and significance.

230.5 To demonstrate the ability to make a pastoral diagnosis with special reference to the nature and quality of religious values

230.7 To demonstrate an understanding of the dynamics of group behavior and the variety of group experiences, and to utilize the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.

230.8 To demonstrate the ability to communicate and engage in ministry with persons across cultural boundaries.

230.10 To demonstrate the ability to work as a pastoral member on an interdisciplinary team.

Scale: (1 = Not at all, 2 = Minimally, 3 = Satisfactorily, 4 = Consistently)

This Learner is able to:	1	2	3	4
Demonstrate awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.				
Demonstrate skills in providing intensive and extensive pastoral care and counseling to persons.				
Make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.				
Understand the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.				
Demonstrate the capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.				

### Pastoral Reflection

230.1 To develop the ability to make use of the clinical process and the clinical method of learning. This includes the formulation of clinical data, the ability to receive and utilize feedback and consultation, and to make creative use of supervision.

230.5 To demonstrate the ability to make a pastoral diagnosis with special reference to the nature and quality of religious values.

230.6 To demonstrate the ability to provide a critical analysis of one's own religious tradition.

230.8 To demonstrate the ability to communicate and engage in ministry with persons across cultural boundaries.

230.9 To demonstrate the ability to utilize individual supervision for personal and professional growth and for developing the capacity to evaluate one's ministry.

230.10 To demonstrate the ability to work as a pastoral member on an interdisciplinary team.

230.12 To demonstrate increasing leadership ability and personal authority.

Scale: (1 = Not at all, 2 = Minimally, 3 = Satisfactorily, 4 = Consistently)

This Learner is able to:	1	2	3	4
Demonstrate understanding and ability to apply the clinical method of learning.				
Demonstrate the abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's ministry.				