



ACCREDITATION MANUAL
OF
THE COLLEGE OF PASTORAL SUPERVISION
& PSYCHOTHERAPY

2016

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.

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Introduction to Accreditation

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 programs 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.

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. Validates educational/training programs.
4. Provides guidance to programs preparing self-study reports for accreditation or program renewal.
5. Appoints and trains mentors in preparation for accreditation program review.
6. Maintains contact with educational/training 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. Reviews and evaluates substantive changes in programs that might affect accreditation.
9. Utilizes survey tools and solicits feedback on accreditation program reviews and process.
10. Stimulates and nurtures continued improvement of programs to include programs conducting research.
11. Evaluates and determines a program education alliance to warrant accreditation.

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.

Accreditation Oversight Committee

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

1. Compiles data related to current CPSP accredited training programs
2. Creates and recommends to the Governing Council standards and procedures for training sites
3. Offers consultation and guidance to training programs for their work
4. Validates the functional quality of such sites and recommends corrective action when training sites fail to meet Standards.

Third-Party Accreditation Review

Accreditation by CPSP is awarded upon a positive recommendation by a third-party accrediting body approved by the Governing Council. The current third-party approved by the Governing Council is the Commission on Accreditation of Pastoral & Psychotherapy Training (CAPPT).

Accreditation Manual Revisions and Amendments

Revisions and amendments may be made to the Accreditation Manual by the CPSP Accreditation Oversight Committee, and approved by the Governing Council.

Brief Overview of the Accreditation Process

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/CPT and/or pastoral psychotherapy).

Accreditation Oversight Committee Chair

1. Receives a request from Chapter convener for an accreditation review.
2. Assigns an accreditation mentor.

Assigned Support for Accreditation Preparation

1. The assigned accreditation mentor provides support, as requested, to the diplomate as he/she prepares the self-study portfolio.
2. The diplomate's chapter provides ongoing support and feedback to the diplomate.

Accreditation Actions

1. The diplomate submits a copy of accreditation request form and self-study portfolio to the Accreditation Oversight Committee for review.
2. Upon a successful review, the Accreditation Oversight Committee Chair will submit the documents to CAPPT. CAPPT will respond to the documents for accreditation in one of two ways:
 - a. Approves the self-study portfolio and schedules a program review.
 - b. Denies a program review.
3. Governing Council ratifies the Accreditation Oversight Committee and CAPPT's recommendations.
4. Approved programs receive a certificate of accreditation valid for seven (7) years.

Financial Responsibility for Training Programs

CPSP training programs will be assessed an annual fee. Fees established by the Governing Council will reflect the differences in the variety of accredited training programs and the financial resources available to these programs.

150. Fees

All CPSP training programs are responsible financially for fees associated with program registration and for accreditation program review.

150.1 Annual fees established by the Governing Council will reflect the differences in the variety of accredited training programs and the financial resources available to these programs.

150.1.1 Programs affiliated with clinical or service institutions (“institutional programs”) such as hospitals, hospices, or other large organizations will be assessed an annual fee based upon the sponsoring institution’s total budget.

150.1.2 Independent, non-institutional programs (such as smaller community-based, supervisory training, or teleconference-based programs) will be assessed an annual fee that reflects the financial resources available.

150.2 Accreditation review fees and expenses are the responsibility of the training program.

Responsibilities and Actions of the Accrediting Oversight Committee

Provisionally accredited programs exhibit the community's commitment to clarity and transparency. Such programs operate under multiple layers of oversight that include mentoring for both the supervisor and responsible chapter by members of the Accreditation Oversight Committee.

The Committee, at a minimum:

1. Provides support and oversight to supervisors and training programs.
2. Maintains accreditation standards for CPSP.
3. Recruits, orients, and trains accreditation mentors.
 - a. A minimum of two approved and trained mentors will be available in each region.
 - b. Assigned mentors will not serve for members of their own Chapter.
4. Provides ongoing support to assigned mentors.
5. The CPSP Accreditation Oversight Committee Chair must hold certification status as a Diplomat.

The Accreditation Oversight Chair, at a minimum:

1. Receives and approves requests for accreditation program reviews.
2. Assigns an accreditation mentor.
3. Notifies CAPPT of training program readiness for program review.

The Assigned Mentor

1. Works with the diplomate to ensure knowledge of the accreditation process is communicated clearly.
2. Examines the self-study and related written documentation submitted by the diplomate supervisor and Chapter to ensure portfolio documentation is in order.
3. Informs Accreditation Oversight Committee Chair of training program readiness and diplomate's request for program review.
4. Supports CAPPT as requested in developing an interview process for meeting with training program leader, and trainees, including but not limited to:
 - a. CEO, COO, or director of pertinent organization (equivalent)
 - b. Program director and supervisor(s)
 - c. Advisory committee (or select members)
 - d. Members of trainee peer group (Standard 210.5)
5. Confirms that the appropriate training program annual and accreditation review fees have been paid to the CPSP Treasurer.

Accreditation / Reaccreditation Process for Training Programs

Accreditation is an essential function of the covenant community, the means by which it ensures the accountability and quality of training programs, and communicates their effectiveness to the public. Relevant CPSP Standards and this Accreditation Manual provide authoritative guidance concerning the many aspects of the accreditation process.

Understanding the Process

Training programs desiring accreditation will follow the steps outlined in this manual. For clarification purposes, note the following definitions and descriptions.

Accordingly, provisional accreditation reflects the judgment that the resourcing of a training program justifies a reasonable expectation of a program's effectiveness in supporting the personal and professional development described elsewhere in these Standards. The CPSP confers full accreditation, or reaccreditation, only on the positive recommendation of a third-party accrediting body approved by the Governing Council.

Provisionally Accredited Training Programs

Provisionally accredited training programs are identified as programs in which a supervisor-in-training or psychotherapy supervisee are currently operating under the guidance, supervision, and a fully accredited training program, or in which a newly certified CPSP diplomate is approved to conduct training. Therefore, the following guidelines apply.

1. Supervisor-In-Training (SIT) or Psychotherapy Supervisee Trainee (PST)

Under the tutelage and guidance of the training supervisor (TS) or training supervisor candidate (TSC), the SIT or PST initiates the process to become a provisionally accredited training program. It is during this period that the SIT or PST begins establishing the documentation and support for full accreditation once certified as a diplomate. The specific steps are outlined in 100.1.1.2–100.4.

2. A CPSP Diplomate

Persons certified as a CPSP diplomate will follow the guidance as outlined in 100.1–100.4.

Fully Accredited Training Programs

Full accreditation is the process that validates the existence of the organizational, training, materiel, and environmental resources required to accomplish the objectives of the training program, and the effectiveness of training. CPSP confers full accreditation, or reaccreditation, on the positive recommendation of CAPPT and is granted for seven (7) years.

CPSP Standard 100: Accreditation

100.1 A program of clinical pastoral education/training or pastoral psychotherapy is immediately accredited, provisionally, upon

100.1.1 Authorization of the program by the chapter responsible for oversight (§ 1220.2.3), designating the clinical supervisor, either

100.1.1.1 A certified CPSP diplomate approved to conduct training, or

100.1.1.2 A supervisor-in-training (SIT) or psychotherapy supervisory trainee in good standing with an approved training supervisor or training supervisor candidate.

100.1.2 Registration of the program on the SIT Registry by the training supervisor or training supervisor candidate, if training be conducted by a supervisor-in-training.

100.1.3 Submission of the Accredited Training Program Data Form.

100.1.4 Payment of annual fees.

100.2 Provisionally accredited programs may continue to conduct training, provided

100.2.1 The responsible chapter provides continuing oversight to the program (§ 1220.2.3), reporting on the program in the chapter's annual report

100.2.1.1 The supervisor reports as the appropriate chapter may require.

100.2.2 Training Program Data Form is current.

100.2.3 Annual fees are current.

100.2.4 The supervisor, if a supervisor-in-training, continues in good standing with an approved training supervisor or training supervisor candidate.

100.3 Programs directed by a certified CPSP diplomate shall seek accreditation according to the procedures and timeline published by the Accreditation Oversight Committee; provisional accreditation continues as long as a training program and its diplomate are engaged with their chapter and the Accreditation Oversight Committee in the preparation and program review process.

100.4 Accredited programs that are affected by the supervisor's inability to continue (§ 130.2.9) remain provisionally accredited. The chapter to which the diplomate conducting training is accountable will provide oversight, as required.

CPSP Standard 110. The Accredited Program

Institutional or Independent (Non-Institutional) accredited training programs may be established wherever access to appropriate structures for clinical pastoral training or pastoral psychotherapy training exist, including but not limited to public and private hospitals and mental health centers, parishes and congregations, counseling and psychotherapy centers, state and federal health and welfare institutions, drug rehabilitation centers, hospice centers, nursing home facilities, and urban inner-city programs. The accredited program provides a specific description of its administrative structure and lines of authority within the setting, and its compliance with all CPSP Standards. Distance learning may be used in either; however, all training programs, institutional and non-institutional, seeking provisional or full accreditation status must be a legally incorporated entity or show evidence that such is in process.

The accredited program shall provide the following essential program components:

110.1 Financial, human, and physical resources sufficient to support the programs.

110.2 A sufficient number and variety of persons in need of pastoral care and counseling so as to insure opportunities for ministry and learning.

110.3 An advisory committee appointed by the CPSP diplomate charged with the responsibility of consulting with, evaluating, and supporting the program. Under the advisement of the diplomate's chapter, the chapter itself may serve as the advisory committee.

An advisory committee is charged with the responsibility of consulting with, evaluating, and supporting the programs.

The training program will articulate and evaluate the development, orientation, and function of the advisory committee. This document needs to include, but not be limited to, the following:

1. A mission-vision statement for the advisory committee.
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 supports.
4. A copy of the advisory committee handbook or orientation material.
5. A copy of the member participation document, e.g., job description.
6. Record of advisory committee involvement with the training program.
7. Complaint and grievance procedure.

The advisory committee and chapter will be provided an annual report to include, as a minimum:

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 completed training units (Appendix F CPSP Trainee/SIT Unit Verification Form) with the CPSP Administrative Coordinator

CPSP Standard 120. Educational and Training Resources

The accredited program shall provide comprehensive educational resources including:

120.1 A faculty of sufficient size to fulfill program goals.

120.1.1 The faculty shall include one or more CPSP diplomates with close involvement in the administration and supervision of the programs.

120.2.2 Adjunct faculty of related disciplines may be designated for teaching and consulting.

120.2 A training curriculum congruent with the growth and 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, including how it fits in with the mission and vision of any organization or community to which the program serves. Each program will evaluate the training required by the CPSP Standards.

The self-study documentation will 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

120.3 Access to media resources and training facilities (including physical meeting space and/or teleconferencing technology) adequate for CPSP Standards.

The self-study documentation will articulate how the program 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, and peripherals.

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

CPSP Standard 130. Policies and Procedures

Accredited programs will include a copy of all current policies and procedures applicable to trainees and their training to both trainees and faculty, which include but are not limited to the following:

130.1 The accredited program shall include formal written agreements that specify the relationship and operational agreements between the CPSP program and any other agencies that utilize the services of the program.

130.2 Accredited programs shall publish policies and procedures, which shall be available to the public. All trainees and program staff shall be fully informed of their content. These documents shall include but not be limited to the following:

130.2.1 An admission policy that does not discriminate against persons because of race, ethnicity, national origin, class, age, physical disability, faith group background or affiliation, or sexual or gender identity, orientation, or preference.

130.2.2 A financial policy 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.

130.2.3 A complaint and grievance procedure that incorporates the oversight of the advisory council and/or the diplomate's chapter.

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.

130.2.4 A policy providing form maintenance of trainee records. 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 or otherwise permanently destroyed. 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

130.2.5 A procedure for the discipline, dismissal, and withdrawal of trainees.

The training program may utilize the affiliated administration's disciplinary/dismissal/withdrawal policy, or approved in consultation with one's Chapter.

130.2.6 A policy of ethical conduct of trainees and program staff consistent with the CPSP Code of Ethics (§ 1300).

Refer to Appendix G CPSP Code of Ethics for Pastoral Supervisors, SITs, Training Programs.

130.2.7 A policy that provides for trainee rights and responsibilities—one that adequately informs trainees regarding the requirements, procedures, and expectations associated with his/her professional role and function as CPE/T trainee. 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.

130.2.8 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 program policies that protect confidentiality and the rights of clients, patients, and parishioners.

130.2.9 A contingency plan for interruption of training units in progress. This plan should be in writing and filed with the chair of the advisory committee. The advisory committee and chapter are responsible, jointly, for implementing the contingency plan in order to complete current unit (§ 100.4).

130.2.10 Program administration.

130.2.10.1 Supervisors/training supervisors shall submit final evaluations on trainees/training supervisor candidates no later than twenty-one (21) business days following 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, supervisor-in-training, and training supervisor, as applicable.

130.2.10.2 Supervisors/training supervisors shall submit the Trainee Unit Verification Form (Appendix F) for all trainees/training supervisor candidates no later than twenty-one (21) business days following the completion of the unit to the CPSP Administrative Coordinator.

CPSP Standard 140. Public Statements

The accredited program shall accurately describe the work and function of the training program. 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. Fees

All CPSP training programs are responsible financially for fees associated with program registration and for accreditation program review.

150.1 Annual fees established by the Governing Council will reflect the differences in the variety of accredited training programs and the financial resources available to these programs.

150.1.1 Programs affiliated with clinical or service institutions (“institutional programs”) such as hospitals, hospices, or other large organizations will be assessed an annual fee based upon the sponsoring institution’s total budget.

150.1.2 Independent, non-institutional programs (such as smaller community-based, supervisory training, or teleconference-based programs) will be assessed an annual fee that reflects the financial resources available.

150.2 Accreditation expenses and review fees are the responsibility of the training program.

Preparing for a Program Review

The following guidelines are designed to assist supervisors as they move their training programs through the accreditation process, including a letter of intent and a self-study portfolio, which is a thorough description and review of the training program.

Letter of Intent

To initiate the process, the diplomate informs the Chapter convener of his/her intention to prepare for full accreditation or reaccreditation and provides the Convener with the following data:

- a. Type of program—Institutional or independent (non-institutional or community based)
- b. A description of the goals and objectives, including a draft curriculum
- c. Number of trainees
- d. Location, institution, if applicable, and financial resources
- e. Start date or reaccreditation date
- f. Evidence of contract(s) between training programs and clinical placements

160. Accreditation Process for Training Programs

160.1 Preparation for an accreditation program review must be initiated by the diplomate and her/his chapter within the following timeframes, commencing upon completion of a new program's first unit of training:

160.1.1 Within six (6) months, a self-study must be initiated and reported through the diplomate's chapter to the Accreditation Oversight Committee.

160.1.2 Within twelve (12) months, a program review must be scheduled to occur.

160.2 A self-study portfolio shall be created by the diplomate and chapter overseeing the training program as an aid in examining and evaluating the program. The self-study portfolio shall document the manner in which the program conforms to the minimum requirements for a training program under published CPSP Standards. The diplomate will advise the Accreditation Oversight Committee and engage the assigned mentor.

Submission of the Self-study Portfolio

The self-study is used to document the evaluation of a training program in accordance with CPSP Standards. The key to preparing a good self-study is to provide accurate, complete, and well thought-out responses to all of the accreditation standards. Inaccurate, incomplete, or improperly formatted information may delay the accreditation process. Make sure that all responses are clear and address the relevant topics. At the same time, be succinct in the narrative statements that are provided. The quality of the content in the self-study is more important than the length of the document. Mentoring services are available through the Accreditation Oversight Committee to assist in preparing the self-study portfolio.

Though training programs vary as to their structure, an effective self-study will include as a minimum the following components (Appendix C Self-study Template):

A. Cover Page

1. Name and address of the Institution or Independent (Non-Institutional/community setting)
2. Name of the Diplomat(s) leading the training program
3. Name of the Chapter sponsoring the training program
4. Date

B. Table of Contents

This table should delineate the major items in the self-study along with sub-sections.

Section I: Executive Summary

The executive summary is a brief presentation of the training program, identified goals for the accreditation process—initial full accreditation or reaccreditation. In addition, the summary should provide an analysis of the strengths of the training program as well as areas for improvement or development.

Section II: Program History, Mission, and Administrative Support

This section provides the opportunity for the training program to demonstrate the extent to which the program being evaluated is in compliance with **Standard 110: The Accreditation Program**. The narrative section should be clear, and if necessary include charts, which identify the background of the self-study; Mission and Strategic Plan; Administrative Structure, Financial Support, and Advisory Committee.

In addition, this section will also address **Standard 140: Public Statements**. The narrative section will include a description of the training programs advertisement and recruitment process. Include copies of advertisement, publications, recruitment and calendars for the training program in the Appendix of the Self-study.

A. Background Information

1. Identify the name and title of each individual who participated in preparing the self-study.
2. Briefly describe the historical development of the training program and previous accreditation reviews.

B. Mission and Strategic Plan of the training program.

1. Indicate how the mission and strategic plan of the institution affiliated with the training program. Independent (non-institutional/community based) training programs describe their basic mission, strategic plan.
2. Describe any situations present in your training program requiring a special understanding during the accreditation process.

C. Administrative Structure, Financial Support, and Advisory Committee

1. Describe the administrative structure and support for the training program. If the training program is located in a non-institutional setting, provide evidence of a legally incorporated entity or show evidence that such is in process.
2. Identify financial support for the training program.
3. Identify support for the training program within its setting as well as the community at large. For example, are similar training programs located within the same community? Does the community warrant the addition of additional training programs?

4. Provide an overview of the number of Training units provided as well as a brief description of the types of trainees: gender, religious, ethnic, cultural backgrounds. The use of charts may be useful in this section.
5. Identify members of the advisory committee. Include their educational and professional background, as well as documents described in 110.3. Provide documents regarding the advisory committee in the Appendix.

D. Public Statements

1. Include copies of promotional material used for your training program.
2. Include copies of annual calendar.

Section III. Educational and Training Resources

This section provides the opportunity for the training program to demonstrate the extent to which the program being evaluated is in compliance with **Standard 120: Educational and Training Resources**. The narrative section should be clear and identify the training faculty, adjunct faculty, training curriculum, and access to training resources. Include the training and adjunct training faculties' educational and professional backgrounds—Include Curriculum Vitae (CVs) in the Appendix of the self-study portfolio.

A. Training Faculty

1. Identify the primary certified training faculty, and include educational credentials and professional experience.
2. Identify adjunct faculty and/or resource persons who support the training program and provide didactics and other training resources. Include educational credentials and professional experience for the primary adjunct faculty.

B. Training Curriculum

1. Provide a list of Training topics/didactics/bibliography for each training program being offered, i.e., CPE/T, Pastoral Psychotherapy, Supervisory. This list should also include objectives of the training topics/didactics and reading recommendations.
2. Provide a complete narrative as to how your training program meets CPSP Standards and how the training is objectively evaluated.

C. Training Resources

1. Identify faculty and trainee access to media and training resources.
2. Identify training facilities and space if distance learning is utilized. Describe whether training space and/or facilities are adequate and provide for confidentiality.
3. For training programs utilizing distance learning. The following aspects must be addressed:
 - a. Describe how trainees are informed of the benefits and risks of distance learning.
 - b. Describe the required equipment and resources required for trainees to participate in the distance-learning program.
 - c. Identify what type of Internet Video/Audio Program is being utilized. Is the type of Internet Video/Audio program compliant with HIPPA regulations? If not, describe why.
 - d. Describe the training methodology that is utilized for distance learning. For example, do the trainees and the training supervisor, supervisor-in-training (SIT), training supervisor candidate, or psychotherapy supervisee trainee (PST) meet face-to-face (online) for peer and individual supervisor? Are other methodologies utilized to support the growth and development of the trainees?

- e. Describe how ethical issues are addressed in compliance with the CPSP Code of Ethics for Pastoral Supervisors, Supervisors-in-Training, and Training Programs. In particular, identify how confidentiality of conversations, trainees' resources and trainees' records are maintained.
 - f. Articulate the process for handling technological interruptions.
4. Provide a description of the type of Training program being offered, i.e., Residential and/or Distance Learning program, Intensive or Extended Units of Training. Provide a detailed narrative as to how each program is conducted and by what process the training is objectively evaluated.

Section IV. Policies and Procedures

This section provides the opportunity for the training program to demonstrate the extent to which the program being evaluated is in compliance with **Standard 130: Written Policies and Procedures**. The narrative section should be clear and identify all executable written agreements, as well as written policies and procedures. Include copies of written formal agreements and plans in the Appendix of the self-study portfolio.

1. Describe written executable formal agreements that specify the relationship and operational agreements between the CPSP program and other agencies that utilize services of the program.
2. Provide copies of the written policies and procedures, which address as a minimum: admission, financial, complaint and grievance, trainee records, discipline or dismissal of trainee, ethical conduct, and trainee rights and responsibilities.
3. Provide copies of formal agreements for training at a ministry site.
4. Describe the contingency plans for interruption to the training program.
5. Identify the method and plan for trainee evaluation.
6. Articulate compliance with completion and submission of trainee unit verification form. Include dates for submission of verification form.

Section V: Fees

This section provides the opportunity for the training program to demonstrate the extent to which the program being evaluated is in compliance with **Standard 150: Fees**.

1. Include a copy of the paid receipt for the annual accreditation fee for the training program.
2. Include a copy of the paid receipt of payment for annual dues for the diplomate and any SIT(s) associated with the training program.

Section VI. Training Program Evaluation

1. Describe how the effectiveness of the training program is evaluated.
2. Identify the strengths of the training program.
3. Identify the limitations of the training program.
4. Identify future goals.

Section VII. Appendix

The appendix is for supplemental materials to support information discuss within the body of the self-study. As a minimum include in the appendix the following:

1. Copy of Training Program Handbook

2. Copies of promotional materials
3. Copies of CVs

Self-study Portfolio Format

Submitting the Self-study Report

The program will submit two (2) digital copies—one PDF format and one Microsoft Word format—of its Self-study Report, the Training Program Handbook, and any additional materials to the Accreditation Oversight Committee Chair. The program will submit other program documentation as the Committee requests. The training program director will also submit one (1) paper copy to CAPPT upon request of the Accreditation Oversight Committee or CAPPT.

Binding

The self-study portfolio must be submitted as spiral bound.

Formats and Font

1. The preferred file formats are Portable Document Format (PDF) and Microsoft Word. Times New Roman font, 12 pt.
2. Printed copies may be formatted or printed on one side or two sides of the page.
3. One-inch margins on all sides.
4. The pages of the report must be numbered consecutively starting with the Executive Summary through the last page of the Appendix. Number the pages in the bottom right.

Request for Review

Chapter convener will submit to the Accreditation Oversight Committee the completed form (Appendix B Accreditation Request Form) indicating the program's readiness for an accreditation review.

160.3 The convener of the chapter with oversight of the training program shall submit a letter of intent to the Accreditation Oversight Committee specifying its desire to seek accreditation status.

160.3.1 The Committee will forward the completed accreditation portfolio to the third-party accrediting body with a request that the program review be performed.

CAPPT Review and Actions

Commission on Accreditation of Pastoral and Psychotherapy Training (CAPPT) is the third-party accrediting body approved by the Governing Council. CAPPT conducts accreditation reviews of CPSP training programs to ensure the public interest is considered with quality training and educational programs and that such programs meet established standards.

160.4 The accrediting body will respond to the documents submitted for review in one of two ways.

160.4.1 Approve the self-study portfolio and schedule a program review, either by a physical site visit or teleconference review. A Program Review Fee will be assessed and is due when the program portfolio is approved by the accrediting body.

160.4.2 Deny a program review. This action is taken when it appears from an examination of the self-study document that it does not meet CPSP Standards.

160.5 The program review will be organized by the accrediting body in concert with the Accreditation Oversight Committee, diplomate, and the chapter to which the diplomate is accountable. They will coordinate a thorough program review, using the program's self-study (along with supporting documents) to verify that the program conforms to published CPSP Standards.

160.6 Program reviews may vary in method and scope, according to the environment in which training is conducted.

160.6.1 Program reviews for programs affiliated with clinical or service institutions (“institutional programs”) such as hospitals, hospices, or other large organizations require a visit from the accrediting consultant. Expenses for the program visit, including travel and lodging, will be borne by the institution that is being reviewed.

160.6.2 Non-institutional programs (such as smaller community-based, supervisory training, or teleconference-based distance learning programs) or so-called blended programs may not require a physical visit by the accrediting consultant to complete the program review.

Recommendation for Accreditation

160.7 When accreditation for a training program has been recommended, a certificate of accreditation will be presented at the next CPSP Plenary. Following accreditation, the training program will remain accredited for the subsequent seven (7) years. The chapter of the CPSP diplomate will continue to provide oversight as required for all programs functioning under the auspices of a given chapter.

160.7.1 The process for reaccreditation includes all steps 160.2 through 160.7, and shall be completed before the end of the current accreditation period.

Appeals Process

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

Appeal Documentation and Procedures

A training program that is denied full accreditation and/or reaccreditation may appeal. The diplomate of the training program 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.

1. CAPPT will appoint an appeal panel to review the appeal and provide a written response to the training program director as to its decision within thirty (30) days. In this response, the appeals panel may take the following actions:
 - a. Agree with the documentation submitted by the training program director and recommend accreditation.
 - b. Deny the appeal and provide substantive evidence for the decision.
2. If the appeal is denied, the training program director may respond within thirty (30) days:
 - a. Agree with the decision of the CAPPT appeal committee and respond accordingly, if denied.
 - b. Request a formal hearing with the CAPPT Appeal Panel to discuss the concerns. This process will be arranged between the diplomate and CAPPT.
 1. Hearings will be arranged via a video-audio program at an agreed upon time for a period of time to not exceed one (1) hour.
 2. The final decision of the CAPPT appeal panel will stand.

Selection of Appeal Panel

CAPPT Board will select a three-person appeal panel of persons who have a working knowledge about and experience with CPSP Accreditation Standards. 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 appeal panel will select one of its members to be chair.

Accreditation and Compliance

The Chapter that maintains oversight over the training program may report a program if it fails to demonstrate and maintain compliance with the standards for accreditation (Appendix E Annual Accreditation Compliance Checklist) as follows:

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 advisory committee
6. Ensuring annual fees are paid and up-to-date
7. Maintaining proper and confidential records of trainee materials

A written report must be provided by the Chapter convener to the training director, Chapter members, and Accreditation Oversight Committee 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 may result in the revocation of CPSP accreditation, removal of the training program from the CPSP Training Centers Directory, or other recommended measures.

Appendices

- Appendix A Glossary
- Appendix B Accreditation Request Form
- Appendix C Self-study Template
- Appendix D Accreditation Checklist
- Appendix E Annual Accreditation Compliance Checklist
- Appendix F CPSP Trainee/SIT Unit Verification Form
- Appendix G CPSP Code of Ethics for Pastoral Supervisors, Supervisors-In-Training, and Training Programs
- Appendix H 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.

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

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

CPSP Accreditation Oversight Committee – is comprised of an Accreditation Oversight Committee Chair and at least two at-large members. The Committee by design oversees CPE/CPT and pastoral psychotherapy programs in order to maintain the highest professional standards and to ensure that all trainees receive quality education and training.

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 program.

Institutional Training Programs – refers to training programs that are affiliated with an institution and are held accountable to their Chapter and advisory committee.

Mentor – is a member of the Accreditation Oversight Committee who does not have direct professional responsibility for a program seeking review and is assigned to assist and support a program through the preparation process leading to the accreditation review. In this regard, the practical solution is simply to include a fresh perspective based on the principle that those who are too close to the program may overlook issues.

Non-Institutional Training Programs – refers to independent (non-institutional) and community-based training that are held accountable to their Chapter and advisory committee.

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.

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.

Training Program – is the common term used for a CPE/T or Psychotherapy learning program, which is an independent academic unit within higher education that exists to provide support services for faculty, students, and other services, depending on the individual institution or learning environment.

APPENDIX B
Accreditation Request Form

Today's date: _____

Name and address of proposed or previously accredited institutional or independent (non-institutional) training program:

Projected timeline: _____

Do you have your Chapter's sponsorship? Yes _____ No _____

Chapter convener's signature: _____

Diplomate's signature: _____

Submit completed form to the Accreditation Oversight Committee Chair

APPENDIX C
Self-Study Template

Cover Page

**Name and address of the Sponsoring
Institution or Non-Institution**

Name of the Diplomate(s) leading the training program

**Name of the Chapter
sponsoring the training program**

Date

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APPENDIX D

Accreditation Checklist

Accreditation Checklist for Assigned Reviewer and/or Chapter Members		
Consultant/Chapter Member's Name: _____ Date of Consultation: _____ Name of the Educational/Training Program: _____ Name of the Director/Supervisor: _____		
INSTRUCTIONS: 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 History, Mission, and Administrative Support</i> Articulates a brief background of the self-study, mission and strategic plan, administrative and financial support, and the work of the advisory committee, mission statement and/or philosophy for the training program.		
110.1 Identified financial, human, and physical resources sufficient to support the programs.		
110.2 Documented a sufficient number and variety of persons in need of pastoral care and counseling so as to insure opportunities for ministry and learning.		
110.3 Identified and described the work of the advisory committee appointed by the CPSP diplomate charged with the responsibility of consulting with, evaluating, and supporting the program. Educational and professional experience provided.		
<i>120 Educational and Training Resources</i>		
120.1.1/120.1.2 Identified sufficient faculty for Training Program. Minimum of one Diplomate and adjunct faculty.		

120.2 Provided a training curriculum, which demonstrates didactic topics and relevance to CPSP Standards, bibliography, and an identified measurement criteria (outcomes) for trainees.		
120.3 Identified adequate media resources and training facilities (including physical meeting space and/or teleconferencing technology) adequate for CPSP Standards. Persons conducting <i>distance learning programs</i> need to document issues identified, such as risks/benefits of distance learning; types of equipment and resources required; type of HIPPA compliant audio/video Internet program; how ethical issues are addressed as well as interruptions in the training process.		
<i>130 Written Policies and Procedures.</i>		
130.1 Provided formal written agreements that specify the relationship and operational agreements between the CPSP program and other agencies that utilize the services of the program.		
130.2.1 Provided an admission policy that does not discriminate against persons because of race, ethnicity, national origin, class, age, physical disability, faith group background or affiliation, or sexual or gender identity, orientation, or preference.		
130.2.2 Provided a financial policy and procedure that states fees, payment schedules, refunds, stipends, and benefits.		
130.2.3 Provided a complaint and grievance policy that provides an effective and timely method for trainees to bring forth issues of grievance and complaint regarding their training.		
130.2.4 Provided a policy and procedure for maintaining trainee records for three (3) years that addresses confidentiality, access, content, and custody of records. As a minimum, records maintained include the application face sheet and application materials; final evaluations from trainees and supervisors; and copies of any disciplinary actions and complaints or grievances filed by the trainees.		
130.2.5 Provided a policy and procedure for the discipline, dismissal, and withdrawal of trainees.		
130.2.6 Provided an ethical-conduct policy and procedure for responding to ethics and other complaints.		
130.2.7 Provided a trainee rights and responsibilities 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, at a minimum, include trainee confidentiality, rights respected and protected, and to receive quality clinical and educational experiences.		

<p>130.2.8 Provided an affiliation agreement that documents 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 program policies, which protect confidentiality and the rights of clients, patients, and parishioners.</p>		
<p>130.2.9 Provided a contingency plan for training units in progress.</p>		
<p>130.2.10 Provided a procedure for program evaluation.</p>		
<p>130.2.10.1 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.</p>		
<p>130.2.10.2 Diplomate and/or representative shall 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>		
<p>COMMENTS / NOTATIONS (add additional pages as needed).</p>		

APPENDIX E

Annual Accreditation Compliance Checklist

Minimal Compliance Standards	In Compliance	Out of Compliance
Submits Unit Verification Form for trainees and SITs.		
Adheres to CPSP and other professional ethics codes.		
Completes trainee/SIT final evaluations within CPSP Standards.		
Participates regularly in Chapter.		
Maintains current records and communication with the Advisory Committee.		
Accreditation fees and diplomate dues are up-to-date.		
Maintains proper and confidential trainee/SIT materials and records.		
Provides evidence of current seven-year review and/or approval.		

Recommendations:

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 F

CPSP Trainee/SIT Unit Verification Form

SUPERVISOR OR CHAPTER CONVENER

Name of Supervisor or Chapter Convener:		Date:	
Mailing Address:			
City:	State:	ZIP Code:	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"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		

Signature of Supervisor/Chapter Convener:

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: cspadmin@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.csp.org/accreditation>

APPENDIX G

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

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 training supervisors, training supervisor candidates, supervisors-in-training (SITs) and psychotherapy supervisor trainees 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/client 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 programs and institutional compliance policies. In what appears to be a potential conflict of interest, the training supervisor or supervisor-in-training consults 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. Videotaping, Audiotaping, 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 Supervisor-In-Training Consent Form 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 relationships 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 the CPSP Training Program 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/videotaping procedure, supervision, and confidentiality have been explained to me. The audio/video tapes will be erased upon the completion of my training as a CPSP training supervisor candidate (TSC), supervisor-in-training (SIT), psychotherapy supervisee (PTS) review and/or certification process.

Name of the CPSP TSC, SIT, or PTS: _____

The CPSP TSC, SIT, or PTS is being supervised by a CPE/T Diplomate (Name):

and is associated with the approved CPSP Training Program at:

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

CPE/T or Pastoral Psychotherapy Trainee Name and Signature

Name: _____

Signature: _____ Date _____

TSC, SIT, or PTS Name and Signature

Name: _____

Signature _____ Date _____

APPENDIX H

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.				