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| **PROFESSIONALISM:** *Values and Attributes, Ethics, and Reflective Practice & Self Care* | | | | |
| **Values and Attributes:** *Integrity, honesty, accountability, responsibility, relational* | | | | |
| P1.1 Demonstrates knowledge of and adherence to attributes of integrity, honesty, personal responsibility, and accountability.  P1.2 Deports oneself in a manner that reflects conduct and appearance appropriate to the context. | | | | |
| **Ethics** | | | | |
| A1. Demonstrates knowledge of ACPE Standards and Manuals, ACPE Code of Professional Ethics, and APC Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators, and Students.  A.2 Recognizes situations that challenge adherence to Standards and Ethics.  A.3 Articulates knowledge of ethical theories appropriate to a spiritual care context.    A.4 Upholds ethical behavior and protects the welfare of others within spiritual care practice. | | P1.3 Adheres to ACPE Standards and Code of Professional Ethics.  P1.4 Demonstrates knowledge and application of ethical decision-making processes applicable to context.  P1.5 Acts to understand and safeguard the welfare of others. | | P2.1 Adheres to ACPE Standards and Manuals and ACPE Code of Professional Ethics as an Educator.  P2.2 Deports oneself in a manner that reflects ethical conduct appropriate to the role and context of an Educator.  P2.3 Engages in broader context to understand and safeguard the welfare of others.  P2.4 Holds others accountable to ethical standards. |
| **Reflective Practice & Self-Care** | | | | |
| A.5 Displays self-awareness and reflection in spiritual care practice.  A.6 Demonstrates ability to utilize educational resources to develop reflectivity.  A.7 Demonstrates emotional & spiritual maturity. | | P1.6 Utilizes reflection to enhance self-awareness, self-assessment, and self-monitoring to evaluate and enhance supervisory practice.  P1.7 Understands and demonstrates the importance of self-care and its use for effective spiritual care and educational practice. | | P2.5 Consistently uses and demonstrates self-care/spiritual care/wellness practices.  P2.6 Engages in reflection to evaluate and enhance professional educational practice.  P2.7 Demonstrates a broad range of self-awareness, self-assessment, and self-monitoring to evaluate and enhance professional practice.  P2.8 Demonstrates emotional & spiritual maturity in educational practice. |
| **RELATIONSHIPS & IDENTITY**  *Relational Abilities, Identity Formation as Educator/Supervisor, and Cultural Awareness/Humility (within educational context)* | | | | |
| **Relational Abilities** | | | | |
| A.8 Demonstrates ability to form, maintain, and bring closure to spiritual care and collegial relationships.  A.9 Engages and incorporates feedback with openness and curiosity.  A.10 Demonstrates awareness of emotional self and the ability to translate awareness into spiritual care action.  A.11 Communicates beliefs, thoughts, values, and feelings clearly through congruent verbal, non-verbal, and written skills.  A.12 Respects physical, emotional, and spiritual boundaries in the practice of spiritual care. | P1.8 Demonstrates a consistent ability to form, maintain, and bring closure to relationships within educational and professional contexts.  P1.9 Demonstrates a non-anxious and non-judgmental stance when engaging differences and managing conflict.  P1.10 Demonstrates attunement to affective experience of care-receivers, students, and peers/colleagues.  P1.11 Demonstrates understanding of how power dynamics influence the forming, maintaining, and ending of relationships within educational and professional contexts. | | P2.9 Demonstrates and chooses appropriately from a range of theoretically informed relational interventions when engaging individuals and groups.  P2.10 Facilitates dialogue and conflict resolution by attending to content and process of communication.  P2.11 Monitors and evaluates the effects of one's identities, behaviors, affective experiences, attitudes, values, and beliefs on persons within educational and professional contexts.  P2.12 Recognizes the impact of the psychological dynamics of projection, parallel process, and differentiation on the educational process. | |

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| **RELATIONSHIPS & IDENTITY**  *Relational Abilities, Identity Formation as Educator/Supervisor, and Cultural Awareness/Humility (within educational context)* | | | | |
| **Identity Formation as Educator** | | | | |
| A.13 Incorporates understanding of personal/cultural development, educational and vocational history, religious/spiritual development, and CPE experience into practice of spiritual care.  A.14 Demonstrates awareness of self, including strengths and weaknesses in the educational process.  A.15 Articulates clear motivation for entering a Certified Educator Program. | | P1.12 Articulates an understanding of the role of educator that is congruent with one's beliefs, attitudes, and personhood.  P1.13 Recognizes how strengths and weaknesses affect one's own learning as well as the teaching of spiritual care, and adapts new behaviors as appropriate.  P1.14 Demonstrates thorough grasp of pastoral identity and ability for educating others in the field of spiritual care. | P2.13 Articulates an understanding of the professional role of educator.  P2.14 Demonstrates use of self in creating educational environments that facilitate learners’ reflection on and integration of their personal and professional values into the practice of spiritual care. | |
| **Cultural Awareness/Humility** | | | | |
| A.16 Demonstrates commitment to self-evaluation and self-critique regarding one's own cultural identities, norms, values, and practices.  A.17 Provides spiritual care that is sensitive to individuals' social, religious, and cultural contexts.  A.18 Demonstrates knowledge and awareness of how socio-economic and cultural systems and structures impact well-being of individuals and groups.  A.19 Attends to power imbalances in ways that promote the well-being of individuals and groups. | | P1.15 Demonstrates awareness of how culture affects professional identity, the educational relationship, and students' learning.  P1.16 Demonstrates awareness of how one's own culture influences educational goals, assessments, and interventions.  P1.17 Seeks clarification when negotiating differences and adjusts teaching methods as appropriate.  P1.18 Applies knowledge, sensitivity, and understanding of how ACPE Ethics issues apply to working effectively with diverse learners. | P2.15 Exhibits capacity for self-reflection and self-critique around cultural biases and incorporates insights into appropriate educational strategies.  P2.16 Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work. | |
| **EDUCATION**  *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation* | | | | |
| **Curriculum Development** | | | | |
| A.20 Demonstrates knowledge of the clinical method of learning and how it informs the structure of a CPE program and its constituent parts. | P1.19 Demonstrates the ability to analyze curriculum to identify strengths, weaknesses, omissions, and/or problems.  P1.20 Demonstrates the ability to use analysis, design, selection, formation, and review to develop curriculum in the educational context.  P1.21 Promotes flexibility and encourages experimentation and innovation within the educational context. | | | P2.17 Establishes a clear philosophy, theory, and overarching goals that guide curriculum.  P2.18 Promotes and integrates interdisciplinary learning in the curriculum.  P2.19 Demonstrates the use of feedback to evaluate achievement of the program's goals and objectives; identifies best practices and continuous improvement through curriculum revisions as needed. |
| **Teaching Skills** | | | | |
| A.21 Exhibits the ability to mentor others on pastoral/professional functioning.  A.22 Demonstrates ability to instruct and facilitate reflection in other learners or professionals. | P1.22 Demonstrates and utilizes an awareness of theories of learning and how they enhance and hinder teaching practice.  P1.23 Demonstrates an ability to use and model the action-reflection-action method in the educational context.  P1.24 Demonstrates an ability to assess the learning needs and styles of others and apply appropriate teaching methods and interventions. | | | P2.20 Demonstrates diverse didactic learning strategies and the ability to accommodate developmental and individual learning needs in multiple settings.  P2.21 Implements, facilitates, and instructs others using appropriate teaching interventions. |

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| **EDUCATION**  *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation* | | |
| **Assessment of Learning** | | |
| A.23 Demonstrates basic knowledge of spiritual care assessment tools and human development.  A.24 Uses tools for assessment, plan of care, intervention, and evaluation of outcomes appropriate to the patient care context. | P1.25 Demonstrates basic knowledge of the theoretical and contextual basis of educational assessment.  P1.26 Demonstrates awareness of the strengths and limitations of assessment during an interview process.  P1.27 Knows how to formulate questions and evaluate the level of preparation and readiness of CPE applicants.  P1.28 Assesses how persons learn and formulates a learning plan in alignment with stages of human development and diversity.  P1.29 Acquires additional assessment methods to evaluate students' learning needs and individual learning styles.  P1.30 Writes assessments reports and progress notes and communicates assessment findings verbally to educational colleagues/students. | P2.22 Identifies and applies appropriate assessment tools that inform educational planning.  P2.23 Selects and implements means of evaluation that are responsive to and respectful of diverse individuals, groups, and context.  P2.24 Shows evidence of cultural competence in assessing students from a variety of socio-cultural and spiritual backgrounds.  P2.25 Shows mastery and ownership of assessment and interviewing tools appropriate to a variety of people, learning styles, and cultural/spiritual differences.  P2.26 Communicates results in written and verbal form clearly, constructively and accurately in a conceptually appropriate manner. |

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| **EDUCATION**  *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation* | | |
| **Intervention** | | |
| A.25 Articulates a basic understanding of how intervention choices are informed by assessment.  A.26 Applies assessment data in order to promote growth and/or learning in others. | P1.31 Formulates educational strategies, plans, and interventions based worldviews and theories consistent with theoretical position papers.  P1.32 Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting.  P1.33 Demonstrates the ability to partner with students, drawing upon theories, program elements, outcomes, and strategies to help them meet goals and change behaviors. | P2.27 Assesses and responds to student needs independently and accurately.  P2.28 Uses good judgement in unexpected or difficult educational circumstances.  P2.29 Presents rationale for intervention strategies consistent with theoretical orientation. |
| **Consultation** | | |
| A.27 Articulates an understanding of one's need for consultation in one's clinical context.  A.28 Demonstrates the ability to learn from peers, recognize relational dynamics, and establishes collaborative and dialogical relationships.  A.29 Demonstrates the ability to empower others to initiate and receive feedback in a clinical consultation. | P1.34 Demonstrates the ability to consult with peers or other professionals when presented with learning issues and ethical dilemmas.  P1.35 Demonstrates the capacity to self-supervise and to apply knowledge of personal and relational dynamics in collaborating with peers, educators/supervisors, students and other colleagues. | P2.30 Exhibits the regular use of supervision and peer relationships for support, clarification, and challenge in the practice and development of the art of supervised education.  P2.31 Provides support and information as a consultant in professional and educational contexts. |

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| **CONCEPTUALIZATION & THEORIES** | | | | | |
| **Spiritual Care Theology/Philosophy and History** | | | | | |
| A.30 Articulates a theology/philosophy of spiritual care that is integrated with spiritual care practice. | | P1.36 Develops familiarity with several theologies/philosophies of spiritual care in order to inform educational practice. | | P2.32 Applies a theological/philosophical framework for spiritual care and clinical pastoral education. | |
| A.31 Articulates basic familiarity with the history of ACPE and the pastoral/spiritual care movement | | P1.37 Appropriates knowledge of ACPE history and applies it to educational practice. | | P2.33 Uses knowledge of ACPE history to address present needs within ACPE, spiritual care, and educational practice. | |
| **Supervision and Behavioral Sciences** | | | | | |
| A.32 Identifies qualities of pastoral/spiritual care education that have benefitted or hindered one's own learning. | | P1.38 Acquires knowledge of theories of supervision from other professional disciplines (e.g. Psychiatry, Social Work, and Nursing). | | P2.34 Applies a theory of supervision to practice. | |
| A.33 Provides examples of the use of behavioral sciences in spiritual care giving. | | P1.39 Develops a knowledge of the behavioral sciences that informs educational practice. | | P2.35 Demonstrates depth in the use of behavioral sciences for supervision/education. | |
| **Educational and Personality Theory** | | | | | |
| A.34 Demonstrates awareness of the need for a theoretical foundation in education and personality development for Certified Educators. | | P1.40 Completes the core curriculum for educational and personality theory; identifies and presents theories that inform one's educational practice. | | P2.36 Demonstrates facility in articulating and applying educational and personality theories to educational practice. | |
| **Systems (Contextual)Theory** | | | | | |
| A.35 Articulates awareness of the impact of systems and groups on individual persons. | | P1.41 Develops a theory that orients educational practice beyond individual personal development to the larger (social/group) context ("Living Human Document" *and* "Living Human Web" or Living Human System") | | P2.37 Demonstrates skill in CPE leadership that monitors and intervenes on behalf of both individuals and groups. | |
| **Research Knowledge and Methodology** | | | | | |
| A.36 Demonstrates basic research literacy and familiarity with evidence based practice in spiritual care. | | P1.42 Demonstrates research literacy and awareness of evidence-based practice in education. | | P2.38 Articulates and uses research outcomes in education. | |
| **APPLICATION AND INTEGRATION**  *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation* | | | | | |
| **Pastoral/Spiritual Care Practice**  *provision of care; theological reflection; self-supervision* | | | | | |
| A.37 Demonstrates ability to provide care as a skillful, empathic, and compassionate spiritual caregiver.  A.38 Demonstrates the connection between the provision of pastoral/ spiritual care and one's spiritual/theological foundation, religious heritage, and spiritual growth over time.  A.39 Demonstrates ability to facilitate groups such as staff debriefings and support groups. | | P1.43 Develops the ability to provide both education and care to students and to distinguish between the two.  P1.44 Demonstrates the connection between theology and spiritual care theoretically and practically.  P1.45 Practices reflection in the moment and adjusts practice in alignment with one's interior experience and emotional process. | | P2.39 Models and teaches how to provide care respectfully, compassionately, and supportively.  P2.40 Shows integration of personal theology and spirituality with one's practice of education.  P2.41 Teaches others to reflect theologically in the practice of care.  P2.42 Integrates self-supervision in the educational process through awareness of personal and interpersonal dynamics. | |
| **Practice of Supervision**  *Clinical Method of Learning; Process Model of Education; Program Design and Implementation* | | | | | |
| A.40 Articulates conceptual and practical understanding of the clinical method of learning as demonstrated through one’s own experience. | | P1.46 Uses the clinical method of learning to develop students' ability to reflect on their spiritual care practice and to make behavioral and intellectual modifications as needed.  P1.47 Demonstrates a theoretical and practical understanding of the process model of education and applies theories of adult education.  P1.48 Articulates the core components of a CPE unit theoretically and practically and develops curriculum accordingly. | | P2.43 Integrates the clinical method of learning with the overall educational process and demonstrates the ability to guide students in their own learning trajectory.  P2.44 Demonstrates mastery of the process model of education and addresses students' resistance to learning.  P2.45 Successfully designs and implements a unit of CPE at Level I or Level II or in a mixed Level I and Level II group. | |

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| **APPLICATION AND INTEGRATION**  *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation* | | |
| **Integration of Theory & Practice**  *Use of Self; Conceptual understanding; Articulation of theoretical orientation informing practice* | | |
| A.41 Demonstrates integration of theory and practice in the provision of spiritual care. | P1.49 Demonstrates use of self in building educational alliances that enhance interpersonal connection and communication.  P1.50 Articulates the process of supervised education and uses clinical vignettes to demonstrate emerging theoretical foundation.  P1.51 Articulates a theological and educational foundation, including the use of behavioral sciences, to understand context and content in the learning process. | P2.46 Provides an environment in which learning and self-reflection are deepened through use of self.  P2.47 Articulates a well-formed theory of supervised education for the teaching/learning of pastoral/spiritual care in individuals and groups.  P2.48 Demonstrates congruence between theory and educational practice through the critical purchase of one's theory. |

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| **LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT** | | |
| **Organizational Systems** | | |
| A.42 Articulates understanding of organizational complexity and competing goals. | P1.52 Demonstrates knowledge of how the organizational context of the educational program influences program planning. | P2.49 Draws upon varied institutional resources within the educational context to enhance programming. |
| A.43 Demonstrates awareness of multi-faceted roles in chaplaincy or pastoral/spiritual care context. | P1.53 Shifts roles in alignment with diverse educational and patient care contexts. | |
| A.44 Articulates the importance of and demonstrates ability to navigate interdisciplinary systems to accomplish shared goals for the benefit of care receivers. | P1.54 Demonstrates knowledge of strategies that promote interdisciplinary collaboration and education. | P2.50 Builds interdisciplinary/inter-professional alliances for educational collaboration across diverse contexts. |
| **Management and Administration** | | |
| A.45 Articulates awareness of differing leadership and management styles. | P1.55 Articulates approaches to management and leadership that enhance effectiveness appropriate to the organizational context. | P2.51 Demonstrates ability to engage in dialogue with management and to support organizational leadership. |
|  | P1.56 Administers functional/technical aspects of a CPE program. | P2.52 Demonstrates knowledge of administrative functions within a defined organizational context, including budget management, delegation of responsibilities, and daily functioning of workspace. |

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| **LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT** | | |
| **Accreditation and ACPE Standards** | | |
| A.46 Demonstrates basic knowledge of current *ACPE Standards* and the *Common*  *Qualifications and Competencies for Professional Chaplains* and how to access the documents. | P1.57 Shows developing ability to apply ACPE Standards to the educational context. | P2.53 Demonstrates initiative and programmatic accountability in adhering to Standards |
|  | P1.58 Shows initiative in establishing collegial relationships and contributing to the work of ACPE at the local level. | P2.54 Sustains relationships to local and national leadership structures for collegiality and program enhancement. |
| A.47 Understanding of the value of accountability to the accrediting body of ACPE for quality improvement. | P1.59 Demonstrates knowledge of requirements of CPE Center’s ongoing compliance with Standards. | P2.55 Demonstrates center-wide accountability through timely reporting, fiscal responsibility to ACPE, and compliance with Standards. |
|  | P1.60 Participates in continuous program evaluation; tracks and applies changes in Accreditation Standards to the CPE Center. | P2.56 Demonstrates the necessary knowledge of and readiness to assume responsibility for maintaining Accreditation. |
| **Continuous Improvement** | | |
| A.48 Articulates organizational strengths and weaknesses from current and previous spiritual care contexts. | P1.61 Demonstrates an understanding of the ways by which the strengths and weaknesses of a CPE program might be evaluated and addressed. | P2.57 Creates and/or utilizes quality assessment tools that assure the ongoing improvement of the CPE program; implements and documents resulting changes. |
| A.49 Articulates the role of chaplain/spiritual caregiver as a potential change agent. | P1.62 Demonstrates an understanding of the role of a CPE Certified Educator as an advocate on behalf of students and spiritual care within the organizational context and for the profession. | |