

CPEI CLINICAL INTERNSHIP MANUAL

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TABLE OF CONTENTS

Clinical Pastoral Education.....	3
State Approval, Memberships, and Accreditation.....	3
Internships and Distance Education	4
Action/Reflection/Action Model of Education	4
Competencies for Internship.....	4
Internship Site Responsibilities	5
CPEI Responsibilities.....	5
Credentialing/Certification	8
Forms	8

CPEI Internship Manual

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

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

Clinical Pastoral Education

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

State Approval, Memberships, and Accreditation



CPEI is accredited by the Distance Education Accrediting Commission (DEAC), which is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA).



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



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



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

Internships and Distance Education

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

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

Action/Reflection/Action Model of Education

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

Competencies for Internship

Students (interns) involved in CPE are provided with a broad range of supervised experiences and didactic training to achieve specific competencies. At the conclusion of the CPEI 100-400, the students should be able to:

CPE Core Competencies	
CC 1.0	Identify significant turning points, hurts, disappointments, and successes in life and how events impact one's theory of pastoral care, personal and professional identity, and strengths and weaknesses.
CC 1.1	Articulate an awareness of one's faith development (embedded and deliberate theology) is integrated into a theory of pastoral care.
CC 1.2	Articulate the ability to engage knowledge from academic disciplines which provides insights into the human condition of recipients of care (i.e., psychology, sociology, anthropology, etc.) while providing meaningful pastoral care that respects diversity (racial, cultural, gender, sexual orientation, etc.).

CC 1.3	Identify potential ethical issues in pastoral care and the role of an advocate for clients/patients/families/staff and the ability to formulate an ethical/medical case while applying an appropriate ethical decision- making model and engaging ethical codes from CPEI and other professional pastoral care cognate organizations.
CC 1.4	Discuss one's self-care plan for spiritual, emotional, and physical well-being and the ability to establish and maintain healthy relational boundaries in pastoral/spiritual care settings.
CC 2.0	Demonstrate the ability to center self and engage others by setting aside personal and religious agendas and utilize personal and professional authority as appropriate.
CC 2.1	Adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients and, as appropriate, chart the intervention.
CC 2.2	Evaluate the ability to utilize the peer group, Supervisor-Educator, and other collegial relationships for personal and professional consultation, support, and relationship, i.e., faith group leaders and community clergy.
CC 2.3	Apply appropriate emotional and pastoral responses to persons experiencing crisis or trauma.
CC 2.4	Evaluate the ability to effectively use individuals and groups in various personal and professional settings for clarification, consultation, and contribution, and to influence organizational behavior.
CC 2.5	Apply insights from the behavioral/social sciences to provide pastoral care to persons experiencing loss and grief.
CC 3.0	Evaluate how one plans to facilitate and/or expand the role of pastoral/spiritual care throughout institutional life in one's ministry setting.
CC 3.1	Discuss how primary research and research literature inform the profession of chaplaincy and one's spiritual care practice, and is integrated into one's pastoral care model.
CC 3.2	Describe the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.
CC 3.3	Document the ability to establish and maintain intradisciplinary and interdisciplinary relationships.

Internship Site Responsibilities

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

CPEI Responsibilities

Fulfills its Mission by providing quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent chaplains and supervisory educators.

- Establishes the standards, competencies, policies, and processes to ensure

consistent learning and adherence among Clinical Pastoral Education (CPE) students and supervisors-educators (faculty).

- CPEI creates and distributes a CPE Handbook and establishes the curriculum.
- Establishes a record-keeping process via Populi that must be followed.
- Establishes a process for student application, enrollment, tuition, and other payments.
- Provides Professional Liability Insurance for students and supervisors-educators that remain certified and consistent with CPEI's policies and processes.
- Requires a national background search for supervisors-educators and students.
- Provides students and supervisor-educators with professional liability insurance with coverage up to \$5,000,000 annual aggregate/ \$1,000,000 per occurrence.

CPE Supervisory Staff (Faculty) Duties

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

CPE Students Duties

- Participate in weekly classes, individual supervision, and complete written and reading requirements and ministry assignments.
- Abide by the guidelines, procedures, policies, etc., outlined by the Internship Site, the CPE Program, and the CPEI Standards.
- Maintain confidentiality, abide by HIPAA regulations, and seek consultation if in doubt.
- Abide by CPEI's, Internship Site, and Affiliate's policy and state requirements regarding reporting ethical/legal issues such as suicidal or homicidal behavior or child abuse.
- Complete the required internship hours.
- Report to the internship site on time.
- Dress appropriately for the internship site.

Internship Coordinator Duties

- **Qualifications (Preferred)**
 - Hold a state or professional license, i.e., LPC, LCSW, etc.
 - Hold professional certification, i.e., APC, NACC, NAJC, CPEI.
 - Serve as a faith group representative.
- **Responsibilities**
 - Address questions the student may have about the internship site.

- Provide an opportunity for the CPE student to have a wide variety of pastoral care opportunities for growth and development.
- Discuss any concerns or questions about the student's performance with the CPE Supervisor-Educator, recognizing the learning opportunity.
- Recognize that supervision is the responsibility of the CPE Supervisor; however, this does not limit the coordinator from providing feedback to the student as appropriate.
- Complete a final assessment for the Intern. **Internship Coordinator Final Assessment** is available in Populi.

Selecting an Internship Site

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

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

Internship Site Selection Checklist

When deciding on an internship site, keep the following considerations in mind:
Will the opportunity meet the requirements for the CPE-supervised clinical practice?

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

Career Choices and Internship Sites

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

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

Credentialing/Certification

CPEI provides credentialing (Certification) for Board-Certified Associate Chaplains (BCAC), Board Certified Chaplains (BCC), CPEI Supervisor-Educator (CPEI-SE), and CPEI Training Supervisor-Educator (CPEI-TSE).

The following organizations recognize CPEI's CPE Education:

- Association of Professional Chaplains (APC)
- National Association of Catholic Chaplains (NACC)
- National Association of Veterans Affairs Chaplains (NAVAC)
- Veterans' Healthcare Administration (VHA)
- Evangelical Board of Certified Chaplains

Forms

Click on the links below to complete the required Clinical Internship MOU and review the process.

- The MOU Clinical Internship form is [here](#)
- Watch [this video](#) showing the online form and process
- Review the [sample completed PDF](#) sent to the student
- Review an [updated MOU](#) with a link at the top to **CLICK HERE TO COMPLETE THIS MOU FORM ONLINE.**