



CLINICAL PASTORAL EDUCATION INTERNATIONAL

CPEI STUDENT HANDBOOK

www.cpei.edu

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Foundational Standards

CPEI's Mission

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

CPEI's Vision

To provide an unparalleled experience as the most trusted partner for clinical pastoral education.

Institutional Outcomes

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

Core Values

Commitment: CPEI will remain neutral regarding political and social views, and members of CPEI will not use CPEI as a platform for any political views in writing, on social media, online forums, or any other means of communication. Differing opinions are acceptable, but not to the point that they seek to create division.

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

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

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

Transparency: CPEI values an environment in which honesty and openness are present.

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).

Contact Information for DEAC

1101 17th Street N.W., Suite 808
Washington, DC 20035

202.234.5100
Email: info@deac.org
<https://www.deac.org/>

CPEI Office Information

Tel: 701-578-1150

Website: <https://www.cpei.edu>

Office Hours: Monday-Friday, 9 a.m.- 5 p.m. Eastern Time

Office Address: 2105 Park Avenue, Suite 1, Orange Park, FL 32073

Administrative Points of Contact

Chief Executive Officer	ceo@cpei.edu
Chief Academic Officer	academic@cpei.edu
CPEI Finance Chair	finance@cpei.edu
Registrar	registrar@cpei.edu
Director of Technology	technology@cpei.edu
Volunteer Librarian	librarystaff@cpei.edu
Director of Marketing	marketing@cpei.edu

Governance

CPEI is incorporated in the State of Florida as a tax-exempt, not-for-profit organization with 501(c)3 recognition by the Internal Revenue Service (IRS) received in February 2019. CPEI is governed by a Board of Directors and guided regularly by the Executive Council (EC) comprised of the Chief Executive Officer, Chief Academic Officer, Chief Compliance Officer, and Committee Chairs.

Student Services

Students and supervisors-educators can access support via [Clinical Pastoral Education \(CPEI\)](#)

Academic or Career Advising

CPEI supervisors-educators are qualified to address questions regarding the CPE and Supervisory educational process. However, CPEI's Administrative staff (Dr. Speight, Chief Executive Officer, or Dr. Greg Delort, Chief Academic Officer) is available to respond to inquiries should you have questions not addressed by the supervisors-educators. These include, but are not limited to:

- Questions regarding a course, grade appeal, transfer of CPE credit, etc.
- Disability questions
- Chaplaincy as a career
- Credentialing requirements
- Military deployment

Online Videoconferencing

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

Course Requirements

Students must have a computer with a web camera, speakers/microphone, and a high-speed internet connection. In most situations, Zoom or Microsoft Teams are used, allowing access via video, audio, and screen sharing. Students are required to be visible on the screen. Also, a confidential setting is not required.

Computer Requirements

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

Access and Instructions for Populi

- The video linked below will guide you through signing into your account for the first time: **Populi Sign In.**
- Bookmark the Populi for easy access.
- Review the Dashboard for updates, announcements, etc.
- Use the left-hand menu to access:
 - **Dashboard**- for updates
 - **Syllabus** – course expectations, assignments, and grading.
 - **Lessons** – weekly content, readings, and videos.
 - **Files** – course documents and resources.
 - **Assignments** – due dates, submission links, and instructor feedback.
 - **Discussions** – required posts and peer engagement.
 - **Tests/Quizzes**- the quizzes align with the asynchronous learning modules
 - **Calendar**-schedule of events.
 - **Roster**-list of those enrolled in the course.

Library Access

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

- For Assistance Email: librarystaff@cpei.edu
- Clinical Pastoral Education International Login (lirn.net)
- Open Access Digital Theological Library | a digital library for theology, religious studies, and related disciplines (Home - Open Access Digital Theological Library - LibGuides at Digital Theological Library (thedtl.org))

Writing and Research Resources

- Purdue Writing Lab is a general resource center addressing basic research and academic writing.
 - https://owl.purdue.edu/owl/general_writing/grammar/index.html

- Tyndale University - the link provides valuable tips and rules for good writing.
 - <https://www.tyndale.ca/seminary/biblical-studies/home/produce/>
- Library and Research Skills - this resource provides information for conducting research.
 - <https://guides.dtw.d.wa.gov.au/nmtafe-assignments/researchskills>
- Grammarly- is a resource for accessing grammar and writing assistance.
 - <https://www.grammarly.com/>
- Citation Generator- free citation checker
 - <https://www.citethisforme.com>

Professional Liability Insurance

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

Background Check Requirements

- Students within the United States must submit a current background check from Active Screening: <https://activate.activescreening.com/app.cfm?id=9E2CCDA1-3DDE-4182-9A08-063CAF9D1807>
- Students outside the United States are not required to provide a background check but are encouraged to do so.

Student Transcript

Students who have completed a course in Clinical Pastoral Education or Supervisory Education can obtain an unofficial transcript.

- Login to Populi to the student profile page.
- Click on "Student" Tab
- Click on the "Transcript" Tab, and then "Transcript Action" to obtain a PDF of an unofficial transcript.

Alumni Service

Students who have completed their studies with CPEI are honored alumni and are encouraged to continue supporting the institution through referrals, donations, and feedback. To update contact information, log into Populi or contact the Registrar (registrar@cpei.edu) for assistance.

Tuition

The total amount due for each course is \$1375.00 or \$5,500.00 for the Certificate in CPE (1600 Hours) or the Certificate in Supervisory Education (1600 Hours).

CPEI Educational Programs

CPEI offers two certificate programs for students: a certificate in clinical pastoral education and a certificate in supervisory education. A list of approved states is provided at the end of the academic catalog.

Disclaimer

Clinical Pastoral Education International's programs are designed to provide a reflective and relational learning environment in which students are expected to increase self-awareness, be self-directed, and explore theological understanding as it applies and is integrated into their abilities to practice competent pastoral care and pastoral supervision.

Completing a course(s) or one of the Certificate Programs does not guarantee employment or credentialing as a Board-Certified Associate Chaplain (BCAC), Board-Certified Chaplain (BCC), CPEI Supervisor-Educator (CPEI SE), or CPEI Training Supervisor-Educator (CPEI TSE). Additional requirements are included in CPEI's Credentialing Manual, which is available on CPEI's website (www.cpei.edu).

Credentialing/Certification

Although completing CPEI Certificate Programs does not guarantee credentialing or certification, the following organizations recognize CPEI's training.

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

Certificate in Clinical Pastoral Education

The Certificate in Clinical Pastoral Education is awarded upon completion of four courses (CPE 100-400) or 1,600 hours. CPE courses include participation in small groups, individual supervision, completing online lessons, and an internship. The time for completion is 24 months or less.

Certificate in CPE Supervisory Education

The Certificate in Supervisory Education is granted for completing four courses (SEC 600-900) or 1600 hours. Supervisory education offers students the opportunity to practice the art of pastoral supervision as they co-lead or lead small groups, provide individual supervision, and complete online lessons, thereby developing their understanding of the theory and theology of pastoral supervision and enhancing their ability to teach the Certificate in CPE. The time for completion is 24 months or less.

Internships

Students identify internship sites that provide opportunities for them to practice the art of pastoral care. CPEI approves the internship site, and students must submit a Memorandum

of Understanding (MOU) to the site coordinator, which details information about CPEI and the responsibilities of the CPE Faculty (Supervisor-Educator), the student, and the site coordinator. Based on the students' needs, more than one site may be used at the time; however, each site must have a site coordinator, and a separate MOU is required. Also, students are required to submit a weekly log of hours, which becomes part of their record in Populi, with a copy provided to the Site Coordinator. At the end of the course, the Site Coordinator also submits an assessment of the students' work and affirms the students' hours.

Affiliate Organizations

Affiliate organizations are for-profit, nonprofit, limited liability corporations, or other legal entities that partner with CPEI in the accomplishment of its mission by signing a Memorandum of Understanding (MOU). Only CPEI credentialed/certified Supervisor-Educators (SEs) or Training Supervisor-Educators (TSEs), also referred to as faculty, are eligible to host an Affiliate Organization.

CPEI Policies and Processes

Refer to CPEI's Current Policies Manual for guidance.

Academics-Grading Scale

Letter Grade	Points	Category	Evaluation
A	91-100	Exemplary	Exceeded Learning Outcomes
B	81-90	Competent	Met Learning Outcomes
C	71-80	Developing	Making Progress Toward Learning Outcomes
D	61-70	Minimal	Minimally Addressed Learning Outcomes
F	0-60	Failure	Failure to Address Learning Outcomes

Assessments and Evaluations

Artificial Intelligence

Anti-Discrimination and Harassment

Complaints, Grievances, and General Appeals

Confidentiality

Distance Education and Internship

Student Rights and Responsibilities

Students Extension, Incompletes, Leave of Absence, and Withdrawals

Student Integrity, Academic Dishonesty, and Academic Appeals

Enrolling and Verifying Students

Tuition, Fees, Cancellation, and Refund

11-16 Weeks Refund Guidelines and Percentage Returned	After 1 st Week	80%
	After 2 nd Week	70%
	After 3 rd Week	60%
	After 4 th Week	50%
	After 5 th Week	40%
	After 6 th Week	30%
	After 7 th Week	20%
	After 8 th Week	10%
	After 9 th Week	0%

CPEI Curriculum

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

Reflective and Relational Learning Environment

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

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

Action/Reflection/Action and Adult-Learning

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

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

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

Syllabus

A syllabus is provided to students in each Populi course.

Supervision and Collaborative Learning

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

Internship and Hours

Students identify internship sites that provide opportunities for them to practice the art of pastoral care. CPEI approves the internship site, and students must submit a Memorandum of Understanding (MOU) to the site coordinator, which details information about CPEI and the responsibilities of the CPE Faculty (Supervisor-Educator), the student, and the site coordinator. Based on the students' needs, more than one site may be used at the time; however, each site must have a site coordinator, and a separate MOU is required. Also, students are required to submit a weekly log of hours, which becomes part of their record in Populi, with a copy provided to the Site Coordinator. At the end of the course, the Site Coordinator also submits an assessment of the students' work and affirms the students' hours.

Internships can occur in various settings, including current ministry settings, hospitals, hospices, law enforcement agencies, correctional facilities, nursing homes, and fire and rescue departments. An Internship Manual is provided in this handbook for further guidance.

Individual Learning Contracts or Covenants

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

Didactics and Teaching Modules

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

Self-Awareness Activities

Self-awareness is one of the key aspects of CPE and Supervisory Education. As such, supervisor-educators may use a variety of activities to assist students in this area. These include, but are not limited to:

1. Genogram- to explore individual and family dynamics.
2. The Family Integration Paper focuses on growth around themes identified in a genogram and the call to ministry, highlighting pastoral identity and formation issues.
3. Personality Types- DISC, MBTI

Case Presentations/Verbatims

Verbatim is a long-standing learning methodology in CPEI, in which students describe their

ministry encounters in a structured way for use during individual and group supervision. The written verbatim captures the conversation and ministry events during a pastoral visit. Specific formats for such encounters are provided to students below. Additionally, case studies will be used as a means of further assisting students in presenting their work with clients or parishioners.

Reflections

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

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

Devotional Presentations

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

Book or Journal Article Reviews

Pertinent pastoral care books and peer-reviewed journal articles will be assigned to students to read and review. A list of resources is provided below.

Assessments/Surveys

CPEI CPE utilizes a range of assessments and surveys to measure student learning and provide feedback. These include, but are not limited to:

1. **Internship Coordinator Assessment** - The Internship Coordinator is provided with the opportunity to provide feedback on the intern's development and confirm that the required hours were completed.
2. **End-of-Course Survey Assessment** - Students are expected to complete a post-course assessment, which enables the Education Committee to review and make recommendations for improving the course curriculum.

Quizzes

A variety of brief quizzes are interjected into the CPE courses to ensure students have reviewed and are able to apply what they have read.

Evaluations

While evaluations can mark progress in a course, they primarily measure learning, accomplishments, and ongoing areas of needed growth that require students to reflect on what they have learned. Each student and supervisor-educator completes a final evaluation.

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

Supervisory Education Students (SEC 600-900)

Although Supervisory Candidates will use the items listed above, the specific requirements for them to learn their skills include:

Essays

Essays are used to assist supervisory candidates in developing increased knowledge and awareness of themselves. The topics vary but include areas such as defining the concept of pastoral supervision, group dynamics, ethical practices, and self-care reflections.

Observation and Practice of Pastoral Supervision

Based on the nature of experiential learning, one of the most meaningful experiences for the Supervisory Candidate is to observe their Training Supervisor-Educator in the practice of supervision; however, nothing takes the place of actual practice. Supervisory Candidates accomplish this by reviewing students' work presented in small groups and working with one or more students during individual supervision. Supervisory Candidates will also present didactics and write evaluations for the students they are providing individual supervision to.

Theory and Integration Papers

A primary tool for Supervisory Candidates is to develop theory and integration papers.

Evaluations

While evaluations can mark the time in a course, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what they have learned. The student and the Training Supervisor-Educator write final evaluations.

CPEI Certificate Programs

CPEI offers Certificate Programs in Clinical Pastoral Education and Supervisory Clinical Pastoral Education.

Certificate in Clinical Pastoral Education - 1600 Hours

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

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

Course	Description	Hours
CPE 100	The introductory course is designed to help students become dynamically aware of themselves as they provide pastoral care to individuals. Additionally, students become knowledgeable about spiritual assessments, cultural and ethical dynamics, the use of supervision, and other relevant topics.	400
CPE 200	This course expands the student's knowledge and use of self, as well as their pastoral authority, by integrating spiritual assessments and developing appropriate pastoral and spiritual interventions. It also fosters further engagement with awareness of cultural and ethical dynamics, and encourages the use of one's peer group and supervisor-educator for growth.	400
CPE 300	This course enables the student to analyze self as a pastoral provider, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and demonstrate the ability to make use of an ethical decision-making process, initiate consultative relationships with one's peers and supervisor-educator. Etc.	400
CPE 400	This course is a capstone in which students critically analyze themselves as pastoral providers, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, initiate consultative relationships with their peers and supervisor-educators, and articulate a pastoral model that guides one's pastoral care.	400

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.

CPE 100 Learning Outcomes

1. To identify concepts in oneself (strengths and limitations) that influence one's pastoral care.
2. To identify insights from behavioral and social sciences that contribute to pastoral care to persons in a variety of psychological and emotional situations.
3. To describe the cultural, gender, and spiritual needs among diverse populations with respect to one's background.
4. To discuss the ability to provide meaningful pastoral care to persons experiencing crisis or trauma.
5. To identify a variety of spiritual care options.
6. To define the difference between embedded and deliberative theology and its impact on one's ministry.
7. To define personal and pastoral authority and its impact on one's ministry.
8. To identify critical ethical/medical issues in pastoral care and the role of a pastoral advocate.
9. To describe personal and professional challenges and growth points in the group and individual supervision.
10. To identify current research that informs the practice of chaplaincy.
11. To identify the spiritual and emotional needs of persons experiencing loss and grief.
12. To describe one's self-care practices.
13. To identify the role of pastoral/spiritual care throughout institutional life.
14. To identify the ability to establish healthy relational boundaries in pastoral/spiritual care settings.
15. To identify key relationships for consultation and support.

CPE 200 Learning Outcomes

1. To explain how one's self-concept (strengths and limitations) affects one's pastoral care.
2. To explain how insights from the behavioral and social sciences contribute to pastoral care for persons in a variety of psychological and emotional situations.
3. To discuss culture, gender, and spiritual needs among diverse populations with respect to one's background.
4. To identify the emotional and spiritual needs of persons experiencing crisis or trauma.
5. To describe a spiritual assessment preference and illustrate its use with at least one appropriate pastoral intervention.
6. To discuss how one's theology affects pastoral care.
7. To discuss one's limitations and strengths in using personal and pastoral authority while practicing meaningful pastoral care.
8. To discuss the elements of an ethical dilemma, an ethical decision-making process, and the role of an advocate.
9. To test innovative individual and group supervision approaches for personal and pastoral insight and development.
10. To discuss current research that informs the practice of chaplaincy.
11. To discuss the spiritual and emotional needs of persons experiencing loss and grief.
12. To discuss one's self-care practices.
13. To discuss the role of pastoral/spiritual care throughout institutional life.
14. To discuss the ability to establish healthy relational boundaries in pastoral/spiritual care settings.

15. To discuss one's relationship for consultation and support.

CPE 300 Learning Outcomes

1. To analyze oneself in the context of pastoral care by identifying one's strengths and limitations as a pastoral care provider.
2. To manage pastoral care visits using behavioral/social science insights, which also demonstrates the ability to facilitate the recipients' theological/spiritual/and philosophical insights.
3. To articulate the ability to use insights from academic and pastoral resources for providing meaningful pastoral care to patients, clients, families, friends, and staff that respects diversity (racial, cultural, gender, sexual orientation, etc.).
4. To articulate insights for providing meaningful pastoral care to persons experiencing crisis or trauma.
5. To formulate spiritual assessments and pastoral interventions with diverse populations with respect to the recipients' psychological and emotional issues and demonstrate appropriate documentation.
6. To articulate one's embedded and deliberate theology of self and the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.
7. To appropriately exercise personal and pastoral authority while integrating pastoral care into the life and service of one's organization.
8. To formulate an ethical/medical case while applying an appropriate ethical decision-making model and the ability to engage ethical codes from CPEI and other professional pastoral care cognate organizations.
9. To demonstrate increased confidence in using individual and group supervision for giving and receiving feedback and the ability to positively impact one's pastoral ministry.
10. To articulate how current research informs the practice of professional chaplaincy.
11. To articulate the challenges of providing emotional and pastoral care to persons experiencing anticipatory grief.
12. To articulate the process of how one practices self-care to ensure one remains healthy spiritually, physically, and emotionally.
13. To articulate the positive impact that pastoral/spiritual care can have on institutional life.
14. To articulate how one establishes healthy relational boundaries in pastoral/spiritual care settings.
15. To articulate how one establishes meaningful relationships with community clergy or faith leaders.

CPE 400 Learning Outcomes

1. To adequately assess self by describing how one's beliefs, strengths, limitations, values, and assumptions affect one's pastoral ministry.
2. To apply insights from the behavioral and social sciences to provide pastoral care to persons in a variety of ministry settings.
3. To apply the ability to utilize knowledge from a variety of academic disciplines, psychology, sociology, etc., to provide meaningful pastoral care to patients, clients, families, friends, and staff that respects diversity (racial, cultural, gender, sexual orientation, etc.).
4. To apply appropriate emotional and pastoral responses to persons experiencing crisis or trauma.

5. To adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients and, as appropriate, chart the intervention.
6. To apply one's embedded and deliberate theology of self and the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.
7. To evaluate the ability to center self and engage others by setting aside personal and religious agendas and utilize personal and professional authority as appropriate.
8. To articulate one's ability to use an appropriate ethical decision-making theory and abide by institutional professional ethics.
9. To analyze one's ability to effectively use individuals and groups in various personal and professional settings for clarification, consultation, and contribution, and to influence organizational behavior.
10. To illustrate how insights from current research are integrated into one's pastoral care model.
11. To articulate the challenges of providing emotional and pastoral care to persons experiencing unresolved grief.
12. To evaluate specific plans for maintaining spiritual, emotional, and physical well-being.
13. To evaluate how one plans to facilitate and/or expand the role of pastoral/spiritual care throughout institutional life.
14. To demonstrate the ability to establish and maintain healthy relational boundaries in pastoral/spiritual care settings.
15. To evaluate one's ability to utilize the peer group, supervisor educator, and other collegial relationships for purposes of personal and professional consultation, support, and relationships, i.e., faith group leaders and community clergy.

Certificate in CPE Supervisory Education - 1600 Hours

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

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

Course	Description	Hours
SEC 600	The initial supervisory education course provides the supervisory candidate with the opportunity to observe and practice the art of supervision while developing an awareness of the supervisory process, acquiring basic supervisory skills, and researching various human development theorists. Supervisory candidates are allowed to provide individual supervision for a maximum of two (2) CPE Students.	400
SEC 700	The second supervisory education course provides the supervisory candidate with the opportunity to practice the art of supervision by supervising and evaluating students, thereby increasing their knowledge and skills in supervision, multiculturalism, adult learning theories, group dynamics, and demonstrating the ability to manage a CPE course while practicing healthy self-care. Supervisory candidates are allowed to provide individual supervision for a maximum of three (3) CPE Students.	400
SEC 800	The third supervisory education course offers the supervisory candidate the opportunity to continue practicing the art of supervision by co-supervising a group of CPE students alongside the Training Supervisor-Educator (TSE). The candidate continues to increase their knowledge and skills in supervision, address ethical issues, integrate a theory of pastoral supervision, submit their Model of Pastoral Supervision, PowerPoint Review, and an Integrated Autobiography. Additionally, the Supervisory Candidate begins planning for their solo course in SEC 900, which includes identifying, interviewing, and selecting a group of CPE students in accordance with CPEI's Policies and Processes, developing a course syllabus, and other related tasks. Supervisory candidates are allowed to provide individual supervision for a maximum of five (4) CPE Students.	400
SEC 900	The fourth supervisory education course provides the supervisory candidate with the opportunity to demonstrate their ability to organize and supervise a <u>solo group of CPE students</u> while remaining under the supervision of the Training Supervisor-Educator (TSE). At a minimum, the Supervisory Candidate is responsible for identifying, interviewing, and accepting students in accordance with CPEI's policy, developing a course syllabus, setting up the course, demonstrating the ability to practice the art of pastoral supervision by integrating their theories and	400

	theology of pastoral supervision, and evaluating the students. Additionally, the supervisory candidate is required to review the credentialing/certification requirements for supervisor-educators and submit the required videos and written narratives that demonstrate their ability to integrate their theory and theology into the practice of pastoral supervision. Supervisory candidates are allowed to provide individual supervision for a minimum of three (3) and a maximum of nine (9) CPE Students.	
TOTAL PROGRAM HOURS		1600

Supervisor-Educator Competencies (SE)	
SC:1.1	Demonstrate an awareness of one's identity as a Supervisor-Educator (SE), including strengths and weaknesses.
SC:1.2	Articulate knowledge of key resources used in pastoral supervision, i.e., supervisory literature, ethical issues, etc.
SC:1.3	Demonstrate knowledge of a theory of human development (personality) and the ability to integrate insights of the theory into the practice of pastoral supervision.
SC:1.4	Demonstrate knowledge of an adult learning theory and the ability to integrate insights into the practice of pastoral supervision.
SC:1.5	Demonstrate knowledge of group dynamics and the ability to integrate insights into the practice of pastoral supervision.
SC:1.6	Articulate an awareness of multicultural issues and the ability to integrate insights into the practice of pastoral supervision.
SC:1.7:	Articulate one's theology and the ability to integrate insights into the practice of pastoral supervision.
SC:1.8	Demonstrate knowledge of ethical issues and the ability to address these in pastoral supervision.
SC: 1.9	Describe the ability to use critical relationships for consultation and support.
SC: 1.10	Demonstrate an awareness of student learning needs and the ability to evaluate their learning effectively.
SC: 1.11	Articulate one's self-care practices.
SC: 1.12	Articulate the ability to effectively use CPEI's Learning Management System (LMS) and an awareness of CPEI's CPE program management and administration.

SEC 600: Learning Outcomes (Articulating Concepts in Pastoral Supervision)

SEC 601: To define the meaning of pastoral supervision and basic supervisory concepts.

SEC 602: To discuss a variety of supervisory dynamics in pastoral supervision, e.g., transference, countertransference, parallel process, resistance, and the action/reflection/action process.

SEC 603: To discuss psychodynamic models of human development and pastoral supervision.

SEC 604: To discuss lifespan (developmental) models of human development and pastoral supervision.

SEC 605: To discuss humanistic and systems models of human development and pastoral supervision.

SEC 606: To identify and discuss a specific human development theorist and its application to supervision.

SEC 607: To discuss and practice self-care as a supervisory candidate.

SEC 608: To articulate an evaluation of self.

SEC 609: To articulate an awareness of CPEI's Policies and Processes for conducting a CPE program.
SEC 610: To demonstrate the ability to engage one's peers and training supervisor-educator consultation and support.

SEC 700: Learning Outcomes (Identifying Concepts in Pastoral Supervision)

SEC 701: To evaluate adult learning theories and issues related to supervision.
SEC 702: To recognize various dynamics of multicultural supervision.
SEC 703: To articulate a theoretical approach for group dynamics and pastoral supervision.
SEC 704: To describe a theory of human development and the implications for pastoral supervision.
SEC 705: To articulate awareness and ability to integrate insights using an adult-learning theory in the practice of pastoral supervision.
SEC 706: To discuss the need for reflection and self-care.
SEC 707: To articulate an evaluation of self.
SEC 708: To gain insight from the training supervisor's evaluation and the implications for administering a CPE program.
SEC 709: To articulate the ability to utilize CPEI's Policies and Processes for conducting a CPE program.
SEC 710: To demonstrate the ability to engage one's peers and training supervisor-educator consultation and support

SEC 800: Learning Outcomes (Integrating Concepts in Pastoral Supervision)

SEC 801: To discuss ethical issues in the practice of pastoral supervision.
SEC 802: To describe the process of interviewing, supervising, and evaluating students.
SEC 803: To articulate theories of adult learning, group dynamics, and multiculturalism in the practice of pastoral supervision.
SEC 804: To articulate and integrate theology in pastoral supervision.
SEC 805: To articulate self-awareness in a reflective review.
SEC 806: To briefly articulate key elements of a model of pastoral supervision.
SEC 807: To articulate an evaluation of self.
SEC 808: To design a clear and concise model of pastoral supervision.
SEC 809: To demonstrate knowledge and ability to integrate CPEI policies and processes.
SEC 810: To gain insight from one's peers and the training supervisor's evaluation for support and consultation.

SEC 900: Learning Outcomes (Applying Concepts of Pastoral Supervision)

SEC 901: To discuss the process for interviewing and selecting students for CPE.
SEC 902: To articulate the process for integrating CPEI's process for accepting students.
SEC 903: To demonstrate a plan for conducting a solo course of CPE, i.e., course syllabus, etc.
SEC 904: To articulate healthy self-care strategies.
SEC 905: To demonstrate the ability to manage and administer an Affiliate Organization and CPE program.
SEC 906: To articulate an evaluation of self.
SEC 907: To demonstrate the ability to use Populi and other CPEI processes in pastoral supervision.
SEC 908: To finalize the requirements for credentialing.
SEC 909: To demonstrate the ability to engage one's peers for consultation and support.

SEC 910: To gain insight from the training supervisor's evaluation and the implications for administering a CPE program.

CPEI Learning Resources

Learning Contract (Covenant)

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

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

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

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

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

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

Instructions: Students are required to read the CPEI Outcomes for their course (CPE 100-400). In addition to addressing each Course Learning Outcome, students are to identify one or two personal and professional learning goals for the course and how they intend to fulfill them, i.e., actions, books, articles, etc. Remember that the Student's Final Evaluation and the Supervisor's Final Evaluation will address each learning outcome for the course (CPE 100-400).

Didactic Training: In addition to what is provided to CPE students during scheduled course time, students are also required to complete LMS Modules via Distance Education to supplement their learning.

Personal Learning Objective/Outcomes and How You Plan to Accomplish It (At least one):

- a.
- b.

Professional Learning Goals: How does this relate to the CPEI Learning Outcomes?

- a.
- b.

Verbatim Format

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

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

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

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

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

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

Legend

C – Chaplain

F – Father

P – Patient

W - Wife

M – Mother

H - Husband

D – Daughter

Conversation

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

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

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

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

C3. Help me understand. Where did your wife go? (Tears begin to flow, and the patient turns his head away from me. I sit in silence until he speaks again.)

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

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

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

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

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

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

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

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

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

Verbatim Reflection Format

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

1. Why did you choose this verbatim to present?
2. What feelings were identified in you during this peer consultation?
3. What theological issues were identified during peer consultation?
4. What trigger(s) you experienced during peer consultation?
5. When and how were trigger(s) identified, and could you identify the source?
6. What questions did this peer consultation raise about your ministry as a chaplain or your theology?
7. What feedback was most helpful, and from whom did that feedback come?

Weekly Reflection Format

(Maximum of Two Pages)

Name: _____ **Date:** _____

1. Identify any special events, activities, or learning experiences in your clinical practice site this week.
2. Describe your experience with supervision this week (CPE group and individual). What new insight(s) did you gain? In what way(s) did you seek to integrate new insights into your personhood or practice of ministry?
3. Describe your relationship with your peers this week. Do you feel they heard you and responded to your needs and concerns? What didn't you say to your peers and Supervisor-Educators that you desired? Why? What did you say that you felt confident in sharing? Why?
4. Address your learning goals for this course, stating areas of growth, struggle, etc. In what way(s) did you seek to integrate new insights into your practice of ministry? Be specific.

Mid-Course Evaluation Format

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

1. Describe your internship setting and your assignment(s), e.g., on-call, initial visits, etc.
2. State your learning goals and provide a statement of how you are progressing with each one. Do your learning goals need to be modified? If so, how would you recommend they be modified to meet your learning needs?
3. Discuss what you are learning about yourself, i.e., integration of personal history and pastoral functioning, pastoral identity, and pastoral authority.
4. Briefly describe your peers by identifying each student by name (first name only) and state how you feel the relationship is with them. What have you learned from them? Are you receiving what you need from them? If not, what more do you need?
5. Briefly describe your relationship with your CPE Supervisor-Educator. Are you receiving what you need? If not, what more do you need?

Contact Hours Record Sample Activities

The following is an example of documented hours for an Intensive 12-Week Term (***These are approximate numbers***).

Activity	Engagement Learning	Estimated clock hours
Coursework-Engagement Learning	Group Supervision: students engage the supervisor-educator and peers in group supervision and presentation of written work, i.e., verbatim (case studies), learning contracts, journaling, evaluations, etc., didactic presentations, etc. (3 clock hours per week).	36
	Individual supervision: students schedule time with the supervisor-educator to discuss issues related to their personal and professional development.	12
	TOTAL: (12 weeks x 4 hours per week) = or 48 of 100 clock hours (48%)	48
Coursework Preparation/Engagement Learning Online	Online Learning: Completing LMS Modules	8
	Writing Verbatim or Case Studies	8
	Writing Verbatim Reflections	6
	Writing Weekly Reflection	12
	Time spent reading texts or journal articles.	6
	Preparing Presentations (Genograms, Teaching Sessions, etc.)	6
	Writing Mid-Course Evaluation	2
	Writing Final-Course Evaluation	4
	TOTAL: 52 hours of 100 clock hours (52%)	52
Internship Engagement Learning	Self-Directed Internship training focuses on self-awareness and the development of personal and pastoral identity and skills (25 clock hours per week). (<i>Approved Internship Hours-See Below</i>) Additionally, Supervisory Candidates are involved in practicing the art of pastoral supervision.	25
	TOTAL: 25 hours x 12 Weeks=300 of 400 clock hours (75%)	300
Total clock hours = 400, of which 348 are engagement (88%)		400

Internship Hours for CPE Students (300 Hours per Course)

The recognition of approved internship hours includes, but is not limited to:

1. Provision of pastoral care to individuals, families, staff, and others in the internship site.
2. Participation in interdisciplinary or staff meetings.

3. Providing on-call services: (a) if required to be on the premises the entire time should be counted; (b) if not required to be on the premises, one-half hours should be counted.
4. Planning for and conducting pastoral care rituals, worship services, funerals, or related services that are connected to one's internship site.

Calculation Time for Reading, Watching, etc.

1. The average adult reading rate is 250 words per minute with 70 percent comprehension. [Smith, Brenda D. "Breaking Through: College Reading" 7th Ed. Longman, 2004]
2. Reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). With an average of 400 words per page, at 200 words per minute, a student should read around 30 pages per hour (200 words per minute x 60 = 12,000 words per hour divided by 400 = 30 pages per hour). Therefore, we use 25-30 pages per hour.
3. Audiobooks are recommended to be 150-160 words per minute or 22 pages per hour.
4. Reading on Monitor: 180-200 wpm or 27 pages per hour.
5. Slide presentations are closer to 100 wpm or 15 pages per hour.

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

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



CPEI Suggested Resources

CPE 100

Browning, J., & Spivey, J. (2022). *The heart of a chaplain: Exploring essentials for ministry*. B.H. Carroll Theological Institute.

Cadge, W., & Rambo, S. (2022). *Chaplaincy and spiritual care in the twenty-first century: An introduction*. The University of North Carolina Press.

Doehring, C. (2006). *The practice of pastoral care: A postmodern approach*. Westminster John Knox Press. ISBN-13: 978-0664238407

Gilligan, C. (2009). *In a different voice: Psychological theory and women's development*. Harvard University Press. ISBN-13: 978—6674445444

Jumper, M.A., Keith, S.E., & Langston, M. W. (2024). *Chaplaincy: A comprehensive introduction*. Baker Books.

Kelly, E. (2012). *Personhood and presence: Self as a resource for spiritual and pastoral care*. T&T Clark. ISBN: 978-0-567-61741-5

Moessner, J. (Ed.). (1996). *Through the eyes of women: Insights for pastoral care*. Augsburg Fortress. ISBN-13: 978-0800629281

Myers, G.K. (2024). *The verbatim: The story of pastoral care*. Self-Published.

Patton, J. (1993). *Pastoral care in context: An introduction to pastoral care*. Westminster John Knox Press.

CPE 200

Cooper-White, P. (2024). *Shared wisdom: Use of the self in Pastoral Care and Counseling - New Expanded Version*. Fortress Press.

Helsel, P. B. (2019). *Pastoral care and counseling- An introduction*. Paulist Press.

Hernandez, F. (2024). *Cave walker: A psychodynamic approach to pastoral care*. Self-Published.

Jumper, M.A., Keith, S.E., & Langston, M. W. (2024). *Chaplaincy: A comprehensive introduction*. Baker Books.

Kelly, E., & Swinton, J. (2019). *Chaplaincy and the soul of health and social care: Fostering spiritual well-being in emerging paradigms of care*. Jessica Kingsley Publishers.

Mabry, J. R. (Ed.). (2014). *Spiritual guidance across religions: A sourcebook for spiritual directors and other professionals providing counsel to people of differing faith traditions*. Skylight Paths.

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

Patton, J. (2005). *Pastoral care: An essential guide*. Abingdon Press.

Savage, J. (1996). *Listening and caring skills in ministry*. Abingdon Press.

Scheib, K. (2016). *Pastoral care: Telling the stories of our lives*. Nashville, TN: Abingdon

Stairs, J. (2000). *Listening for the soul: Pastoral care and spiritual direction*. Fortress Press.

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

CPE 300

Canales, A. (2022). *Pastoral care to and ministry with LGBTQ youth*. Wipf and Stock.

Baldwin, J. (2018). *Trauma-sensitive theology: Thinking theologically in the era of trauma*. Cascade Books.

Behers, R. (2018). *Spiritual care for people living with dementia using multisensory interventions*. Jessica Kingsley Publishers.

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

Fowler, J. (1987). *Faith development and pastoral care*. Fortress Press.

Fraser, L. (2005). *Prayers from the darkness: The difficult Psalms*. Seabury Press.

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

Jumper, M.A., Keith, S.E., & Langston, M. W. (2024). *Chaplaincy: A comprehensive introduction*. Baker Books.

McClintock, K. (2022). *Trauma-informed pastoral care: How to respond when things fall apart*. Fortress Press.

Patton, J. (2015). *Pastor as counselor: Wise presence, sacred conversation*. Abingdon Press.

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

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

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

CPE 400

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

Brueggeman, W. (1985). *The message of the Psalms*. Fortress Press.

Capps, D. (2001). *Agents of hope: A pastoral psychology*. Wipf and Stock.

Capps, D. (1994). *The depleted self: Sin in a narcissistic age*. Fortress Press.

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

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

- Hunsinger, D. (2015). *Bearing the unbearable: Trauma, gospel and pastoral care*. William B. Eerdmans Publishing Company.
- Jumper, M.A., Keith, S.E., & Langston, M. W. (2024). *Chaplaincy: A comprehensive introduction*. Baker Books.
- Lindsey, P., & Travis, K. (2022). *Military ministry: Chaplains in the twenty-first century*. Wipf and Stock.
- Mottram, K. (2007). *Caring for those in crisis: Facing ethical dilemmas with patients and families*. Brazos Press.
- Nolan, S. (2011). *Spiritual care at the end of life: The chaplain as a 'Hopeful Presence'*. Jessica Kingsley Publishers.
- Patton, J. (2009). *Ministry to theology: Pastoral reflection*. Wipf and Stock.
- Skovholt, T. M. (2010). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals (2nd Ed.)*. Routledge.
- Stanford, M. (2017). *Grace for the afflicted: A clinical and biblical perspective on mental illness, Revised and Expanded (2nd Ed.)*. ISBN 978-0-8308-4507-1
- Waters, S., & Swinton, J. (2019). *Addiction and pastoral care*. William B. Eerdmans Publishing Company.

Suggested Supervisory Resources

SEC 600

- Asquith, G. H., Vision from a little-known country: A Boison Reader. *Journal of Pastoral Care and Counseling*.
- Baldwin, M. (Ed). *The use of self in therapy (3rd Ed)*. Routledge.
- Bernard, J. M., & Goodyear, R. (2019). *Fundamentals of clinical supervision*, (6th Ed). Pearson.
- Benefiel, M., & Holton, G. (Eds). (2010). *The soul of supervision: Integrating practice and theory*. Morehouse Publishers.
- Bion, W.R., *Experiences in groups and other papers*. Routledge
- Carden, Al. (2023). *The healing journey within: Poems for the internal travel*. Bookbaby publisher.
- Campbell, J. (2000). *Becoming an effective supervisor*. Routledge.
- Ekstein, R., & Wallerstein, R.S. (1972). *The Teaching and Learning of Psychotherapy (2nd Ed)*. International Universities Press.
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Appendix A: Glossary

Accreditation is a public service that aims to accomplish the following: provides public assurance of program quality, improves the quality of training/educational programs, encourages ongoing evaluation and development, and maintains that programs continually evaluate and improve in relation to their institution/agency's mission, meets standards and goals and educational/training objectives, and monitors the outcome of improvements.

Action/Reflection/Action Model of Education is process-oriented learning. This model begins with clinical experience and moves to student reflection, followed by critical feedback and, hopefully, new insights for the next clinical experience.

Affiliate Organizations (AO) Affiliate organizations are for-profit, nonprofit, limited liability corporations, or other legal entities that partner with CPEI in the accomplishment of its mission by signing a Memorandum of Understanding (MOU). Only CPEI credentialed/certified Supervisor-Educators or Training Supervisor-Educators, also referred to as faculty, are eligible to host an Affiliate Organization.

Assessments are used to evaluate the educational programs as well as the perception of students' growth and development. Dependent upon the location of the student's clinical site, an assessment may also be provided to the clinical/site coordinator.

Book Reviews are used to expose a variety of pastoral care texts and resources in which to further their knowledge and skills. Students will be supplied with the opportunity to share insights gained and other thoughts within the peer group.

Behavioral and Social Sciences involve a variety of contributing factors that influence human behavior. For purposes of CPE, it is the growing awareness of factors such as mental health concerns, grief, loss, fear and anxiety, abuse, etc., and the integration of such knowledge and awareness into one's clinical practice.

Case Study is a conscious retelling of pastoral encounters that are presented during individual and/or group supervision. A case study format is typically used when one has several pastoral encounters with the same individual(s) and would like to evaluate the ministry which took place.

Clinical Pastoral Education (CPE) is an element of theological education that uses an action/reflection/action method of learning. It is about change, transition, and transformation and involves peer and individual supervision. Supervision is an engaging encounter between a Supervisor-Educator and supervisees in which a variety of pastoral encounters and ministry-reporting events are reviewed. Students covenant together so that growth and development occur in self-awareness, ministry competence, and theological understanding.

Clock Hour is equal to 50 of 60 minutes.

CPE Course is used to describe the time students and supervisors-educators spend learning and gaining insight about self. It is the equivalent of the CPE Unit.

CPE Supervisory Candidate has demonstrated giftedness and calling to help train/educate students in the art and skill of Clinical Pastoral Education (CPE), having been admitted to the first stage of Supervisory Education. Individuals in this stage of Supervisory education may observe the group process and co-supervise Courses of CPE.

CPE Supervisor-Educator is an individual who has met all the requirements to supervise ongoing groups of CPE students.

CPE Training Supervisor-Educator is an individual who has successfully supervised CPE 100-400 courses for a minimum of two years and has been certified to supervise individuals in the CPEI Supervisor-Educational Track.

Devotionals are presented in various contexts and have spiritual insights and encouragement.

Distance Education is a process of interaction and learning that occurs when a student and instructor are not in the same location.

Engagement Learning may include, but is not limited to, synchronous learning that involves individual and group learning, and the internship.

Preparation Learning refers to asynchronous learning, which involves reading and developing one's weekly submissions, completing learning management system modules, and final evaluations.

Evaluations measure the achievement of learning outcomes, accomplishments, and ongoing areas of needed growth.

Group Process provides the opportunity for students to practice their skills, promote personal growth, and practice applying knowledge learned in the classroom, paralleling how students provide care in the clinical/work setting.

Internship Site is a clinical environment (healthcare, hospice, church, law enforcement, etc.) in which students provide pastoral care to patients, clients, staff, etc.

Learning Contract or Covenant is an expression of one's learning goals for the course unit. In writing one's learning goals, it may be helpful to think of "What do I hope to learn? What are my personal and professional learning needs and goals? How will my learning be measured and evaluated?"

Learning Management System (LMS) is a software program that enables students and supervisors to complete online courses for credit and the issuance of a Certificate. The platform allows for the creation of modules/lessons, quizzes, discussion boards, assignments, video presentations, etc.

The Pastoral Advisory Committee (PAC) is a small group of 3-5 individuals whose duties may vary but typically include, but are not limited to, participating in the student interview and selection process, consulting with members of the CPEI Affiliate Organization, presenting didactics, and participating in student exit interviews. The composition of the PAC is dependent upon one's affiliate setting. It could include individuals from the following areas: members of the hospital or

hospice staff (Administration, nursing) (if healthcare site), behavioral science members (counselor, social worker, psychologist, psychiatrist), educators, community clergy, or a community leader.

Social Media refers to technologically mediated resources that allow people to create, share, or exchange information, e.g., Facebook.

Supervisory Clinical Pastoral Education is an intentional process of educating Supervisory Candidates in developing the competencies to be certified as a CPE Supervisor-Educator.

Synchronous refers to services that involve the interaction between the Supervisor-Educator, the Supervisor-Educator, and one's peer group.

Verbatim is a format that is used to present pastoral encounters in a structured way during individual and/or group supervision. The written verbatim captures the essential ideas within a conversation; however, for our teaching purposes.

Weekly Reflection is a paper that focuses briefly on the previous week's experiences and is used to evaluate its significance for one's learning process. Students can share feelings and concerns that affect them as individuals and as pastoral caregivers.