

**CLINICAL PASTORAL EDUCATION
INTERNATIONAL
CURRICULUM DEVELOPMENT
MANUAL**



Caring for the World Through Pastoral Education

**P. O. Box 9166
Fleming Island, FL 32006
904-600-4430
www.cpe-international.org**

October 2021

Curriculum Development Handbook

Purpose

The purpose of the Curriculum Development Manual is to define CPEI's policies and procedures concerning the adding, modifying, and terminating of course/module offerings. The CPEI Education Committee has the responsibility for these actions.

Definitions

Action/Reflection/Action Model of Education: The Action/Reflection/Action is process-oriented learning. It is a model that begins with clinical experience, followed with a reflection on the experience that then generates critical feedback, consultation, and, hopefully, an 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.

Assessments: refers to the instruments used purposes of evaluating the CPE or Supervisory educational program 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 Review: Students will be exposed to a variety of pastoral care texts and resources in which to further their knowledge and skills. Students will be provided the opportunity to share insights gained and other thoughts within the peer group.

Behavioral/Social Sciences: The behavioral 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 and loss, fear and anxiety, abuse, etc. and the integration of such knowledge and awareness into one's clinical practice.

Case Study: A 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): refers to an action/reflection/action inductive method of learning. It is about change, transition, and transformation and involves peer and individual supervision as part of the action-reflection process. Supervision is an engaging encounter between a Supervisor/Educator and supervisees in which reflection is utilized to review a variety of pastoral encounters and ministry reporting events. Supervisees covenant together so that growth and development occur in self-awareness, ministry competence, and theological understanding.

Clock Hours: 60 minutes. This unit of time is used only in the calculation of "Hours of student work outside of class." IACET CEUs (Contact Hours): Allowed Activities: classroom, self-paced, distance education or other projects which support a learning outcome. Not Allowed

Activities: unsupervised, or unsponsored activities such as breaks, non-working lunch, or anything promotional in nature.

Course Objectives: describe the knowledge, skills and attitudes a student should be able to exhibit as a result of instruction.

Course Outline: a generic description of the main concepts addressed in a particular course. To include course name, number, lecture, and topics to be covered.

Course Syllabus: outlines the goals and objectives of a course, the prerequisites, evaluation and grading scheme, materials to be used, topics to be covered, and a schedule.

Curriculum: topics within subjects that are taught at educational institutions.

CPE Course/Unit: describe the time and activities over a series of weeks in which a variety of individual and group supervision and individual learning takes place.

CPE Supervisor/Educator Candidate: an individual who has demonstrated the giftedness and calling to help train/educate students in the art and skill of Clinical Pastoral Education (CPE) and have been admitted to the first stage of Supervisory Education. Individuals in this stage of Supervisory education may observe the group process and co-supervises courses/units of CPE.

CPE Associate Supervisor/Educator: an individual who has submitted their Pastoral Supervisory Education Model and has been credentialed to supervise CPE groups while remaining under a CPE Supervisor/Educator for consultation.

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

CPE Training Supervisor/Educator: an individual that has supervised units of CPE for a minimum of four years and has been credentialed to supervise individuals in the CPEI Supervisor/Educatory Track.

Distance Education: “a process of instruction and learning that occurs when a student and instructor are not in the same location. Distance education utilizes technologies such as the internet, telecommunications, audio conferencing, and other forms of media such as DVDs and streaming video to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously” (DEAC).

Evaluations: mark time in a course, evaluations primarily measure the achievement of learning outcomes, accomplishments, and ongoing areas of needed growth that require the student to reflect on what they have learned so far in a course.

Supervisor/Educator: terms used interchangeably and refer to qualified individuals to conduct Continuing Education Units (CEUs) under the auspices of CPEI.

Learning Contracts: an expression of one’s learning goals for the course unit.

Learning Event: a specific learning event planned for a specific audience around the pastoral or spiritual topic.

Reflection/Theological Paper: 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 impact you as a person and as a pastoral caregiver.

Supervisory Clinical Pastoral Education: an intentional process of educating Supervisory Candidates in developing the competencies to be credentialed as a CPE Supervisor/Educator.

Thinkific: a software learning management system (LMS) which enables students and supervisors to complete online courses for credit and the issuance of a certificate. The platform allows for the creation of modules, quizzes, discussion boards, assignments, etc.

Verbatim: 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, they are not recorded but written from a participant's memory soon after a conversation.

Education Committee

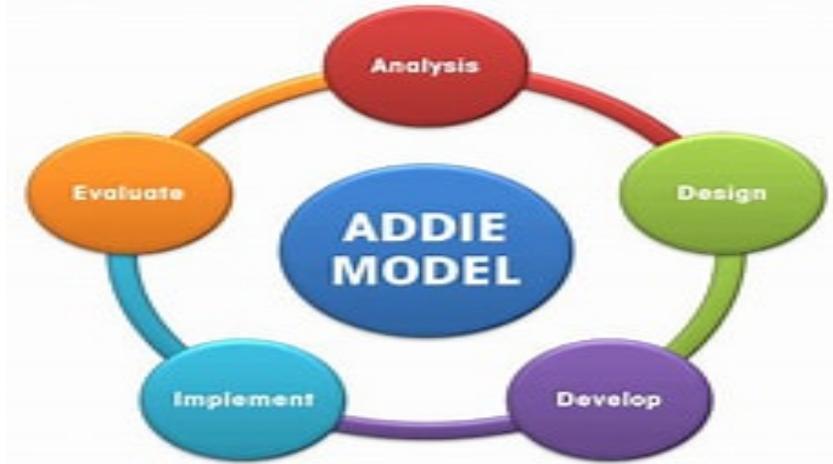
Committee Composition: The Committee is comprised of CPEI Members and at least 2 at large members with a background or interest the use and evaluation of assessments (statistics), continuing education, course development, and course design.

- Evaluates course content to ensure it addresses the course outcomes.
- Enlists Subject Matter Experts (SMEs) to assist in the development of course content to address the course outcomes as ongoing advisory members.
- Ensures needs assessments, post-course assessments and other evaluative tools are in place to determine training is being conducted according to standards.
- Evaluates and analyzes needs assessments, post course assessments, and other evaluate tools using the ADDIE method to determine if changes are needed and recommend those changes to the ELC.
- Provide training as needed on the ADDIE method for new Committee members.
- Supports efforts to promote Continuing Education activities among CPEI and ensures documentation is approved to offer IACET CEUs.
- Inserts changes into course Student and Supervisory Handbooks, Syllabi, CPE Educational Standards, or other documents.
- Ensures that the CPE Supervisors/Educators and Supervisory Students remain informed of changes or additions to any CPEI Standards, Assessments, etc.
- Works closely with the Committee for Oversight, Review and Effectiveness of Training Centers (CORE-TC) to ensure continuity and quality educational programs.

Guidance for Course/Unit Development

CPEI Policy 109 -Course Content Review outlines the responsibility to consistently review course content. In addition to the Education Committee, Members of the Advisory Committee (Education) will be involved in this exercise. This includes:

1. analyzing post course assessments (student and supervisor)
2. implement the GAP (Needs Assessment)
3. determine recommendations and enlist subject matter experts (SMEs) to develop or make the appropriate changes.
4. utilizing the ADDIE Model to determine gaps and needs.



Strategy 1: Analyze: To review the post course/unit assessments to identify gap to develop a learning event or activity (course).

Post Course/unit Assessments: A required online assessments of the course/unit will be made available to each student by the Supervisory Candidate/CPE Supervisor/Educator.

Needs Assessment: A systematic process of gathering information that is appropriate and sufficient to develop an effective educational program that will address the groups’ needs and wants (gap). The gap is the difference between the current state of “what is” and the desirable state of “what should be or desired” (CPEI Policy 211).

Current State (Outcome)	Desired State	Gap?	Gap is Due to? Awareness, Knowledge, Skills, Other?	Method to Identify the Gap?	Action taken to close the gap.
What is the current outcome? CPE Objective? i.e.. CPE101, 103, etc.	What is current % of meeting this outcome?	Difference between what is and what should be?	Is the gap due to the lack of awareness, knowledge or skills? What is the underlying cause?	What evidence is there the gap exists?	What will I do differently in the next unit to increase the outcomes?

To incorporate a training needs analysis to determine gaps in the current skills and competences needed against what is required for success personally and professionally. This could include a variety of options for determining these needs:

1. Surveys
2. Interviews
3. Focus groups.
4. Observations
5. Assessments- three separate assessments are available to review and provide reports:
 - CPE Student Post-Course/Unit Assessment
 - Supervisor/Supervisory Student Post-Course Assessment
 - CPE Post Course Completion Report

Strategy 2: Design: Assign to SMEs to outline learning objectives, learning outcomes, instructional strategies, assessments, content, subject matter analysis, lesson planning, and media selection,

Strategy 3: Develop: Collect the course/module content and instructional materials. Changes to the overall design may be made, based on continued evaluation of learner, context, and content needs.

Strategy 4: Implementation: Training will be included in the course handbooks and Thinkific.

Strategy 5: Evaluation: Review as to whether this addresses the objective and learning outcomes for that course/unit and assess as to what is currently needed for students to be successful personally and professionally.

Recommendations for Approval

Recommendations for changes, alterations or additions in the course/unit curriculum are made to the Education Committee. The submission must include:

1. Rationale for the recommendation.
2. Needs assessment and information obtained from assessments and gap analysis.
3. Brief description of modification or specialization.

Actions by the Education Committee

CPEI Education Committee will review and discuss the recommendation. If it is approved, then the Committee will seek further approval by the Executive Leadership Council (ELC). Upon approval, the Committee will follow DEAC's guidance for adding a course and assign course developers.

Guidance for Thinkific Module Development

Thinkific modules refers to the creation courses to assist in the ongoing development of CPE Supervisory Students and Supervisors. Recommendation must include:

- Rationale for the course

- Brief description of the proposed module.
- Education Committee will review and discuss the recommendation. If it is approved, then the Committee will assign a module developer.
- Modifying or Adding Course/Modules
 - course description
 - learning objectives
 - learning outcomes using Blooms Taxonomy (See appendix for list of acceptable verbs).
 - course methodology to facilitate learning (lecture, didactic, clinical or group learning, quizzes, etc).

Course Development or Revision Form

Instructions: Please use either APA 7th ed. formatting. Guidance is attached below as well as a list of Blooms Taxonomy verbs is listed below- Do not include “To understand or To Learn”).

- Name of Developer:
- Date of Submission:
- Title of Course Development or Module:
- Statement of Understanding: I have taken every precaution to ensure that the presentation identified above will be based on the best available evidence and free from bias and promotion and have given academic credit for any resources used. YES NO
- Course Description:
- Course Learning Outcomes (Use Blooms Taxonomy):
- Continuing Education Hours:
- Required/Recommended Resources/References:
- Learner Strategies (Check Below):
 - Self-check or self-assessment
 - Discussion
 - Quiz
 - Essays
 - Analyzing Case Studies
 - Videos (Encouraged to use for CPE 100-500)
 - Other (Identify):
 - Curriculum:

Memorandum of Understanding for Module Development

To:

Re:

Date:

From: Education Committee

Objective: To enlist the support of qualified subject matter experts (SMEs) with educational qualifications to create CPEI CPE learning modules.

Actions:

1. Skills in writing and developing curriculum.
2. Completion of a CPE Course/Unit prior to developing the curriculum for that level (CPE 100-400).
3. Recommendation from CPEI Supervisor.

Topics Assigned

The Education Committee is requesting that you develop the following topic for CPE.

CPE Course/Unit #:

Learning Outcome:

Topic:

Recommended Resources: (We encourage you to use other current scholarly sources, but these are a few you might consider. See the list of library resources in the CPE Curriculum Manual).

Signatures and Dates are Required! By entering your name via a keypad, mouse, or other device constitutes your signature, acceptance, and agreement as if actually signed by you in writing and has the same force and effect as a signature affixed by hand.

Agreement:

Education Committee Chair	DATE
	Click or tap to enter a date.
Subject Matter Expert	DATE
	Click or tap to enter a date.

List of Acceptable Verbs (Blooms Taxonomy)

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile ideas into a new whole or propose alternative solutions	Make and defend judgments based on internal evidence or external criteria.
arrange cite define describe duplicate identify label list match memorize name order outline read recall recite recognize record relate repeat report reproduce restate select specify state tabulate	associate classify convert compute defend describe discuss distinguish estimate explain express extend generalize identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate	apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce propose relate schedule show sketch solve translate use utilize write	analyze appraise breakdown calculate categorize compare contrast criticize debate diagram differentiate discriminate distinguish examine experiment identify illustrate infer inspect inventory model outline question relate select separate subdivide test	arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate integrate manage organize plan prepare rearrange reconstruct relate reorganize revise rewrite setup summarize synthesize tell	appraise assess attach choose compare conclude contrast critique defend describe discriminate estimate evaluate explain grade judge justify interpret measure predict rank rate relate score select summarize support test value