

**CLINICAL PASTORAL EDUCATION
INTERNATIONAL**

CPEI COURSE CATALOG



Caring for the World Through Pastoral Education

**Office: 165 Wells Road, Unit #103
Orange Park, FL 32074**

**Mailing: P. O. Box 9166
Fleming Island, FL 32006
904-600-4430**

www.cpe-international.org

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CPEI Course Catalog

Introduction

CPEI is a non-profit (501c 3) organization registered in Florida and the Federal Government. Our organization is a member in good standing with the Network on Ministry in Specialized Settings (COMISS). CPEI has developed strategic affiliations with the CAREForce, Spiritual Care Association (SCA), Grace School of Theology, American Association of Christian Counselors (AACC), and River International Christian College, Ontario, Canada.

As an organization, we are committed to our mission. We remain neutral regarding political 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.

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

Mission: To provide high-quality clinical pastoral education and supervision and continuing education through distance and onsite modes of delivery as we connect, prepare, inspire, and credential individuals to meet the educational, emotional, and spiritual needs of people on an international scale.

Institutional Outcomes

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

History

In the early 20th century theological education focused primarily on academic classroom learning with little emphasis on experiential learning. This changed with the influence of Rev. Anton Boisen and others who helped shape a new way of learning and ministry. Boisen, a Presbyterian/Congregational minister, gave attention to listening, observing, and reading of “living human documents.” As a former mental patient, he was convinced that some mental illnesses were related to a religious experience. Thus, he concluded that persons experiencing mental health problems related to religious versus medical problems could be successfully treated. As a result, Boisen was hired by Dr. William A. Bryan, Superintendent of the Worcester State Hospital as the hospital’s chaplain. In 1925, students began serving as attendants during the day, attended staff meetings, and during the evenings, participated in seminars with Chaplains Boisen and members of the professional staff.

In the following years, Dr. Richard Cabot, M.D., also known as the father of social work, began supervising seminarians in a hospital setting, using an internship/case model study. Although Boisen and Cabot agreed on the basic concept of clinical training for theological students, they differed in other areas. Cabot proposed a sophisticated professional training model in mind in which students learned to carefully record their observations in history, diagnosis, treatment plan, and goal formulation. However, Cabot has no particular interest in the relationship between mental disorders and religion in this context.

In January 1930, Dr. Richard Cabot, Henry Wise Hobson, Episcopal Bishop, Samuel Eliot of the Arlington Street Unitarian Church of Boston, William A. Healy of the Judge Baker Foundation, and Ashely Day Leavitt of the Harvard Congregational Church met to form the Council for Clinical Training. In 1932, Dr. Helen Flanders Dunbar moved the Council for Clinical Training to New York, and a split developed involving Cabot and Guiles in New England on the one hand and Boisen and Dunbar in New York on the other. The division grew larger that by 1935 a major break occurred. Cabot and Guiles from Boston separated from the New York group and, in 1944, formed the Institute for Pastoral Care. Over the next several years, other groups were established, the Lutheran Advisory Council and the Southern Baptist Association of Clinical Pastoral Education importance of pastoral theology. At a Boston conference, representatives of the Lutheran Advisory Council, the Institute for Pastoral Care, the Council for Clinical Training, and the Association of Seminary Professors in the Practical Field sowed the first seeds for the formation of the Committee of Twelve, which developed a process that eventually emerged into the Association for Clinical Pastoral Education (ACPE) in 1967. Although ACPE has remained the largest organization offering CPE, a multitude of groups have been formed since 1967, which include but is not limited to the College of Pastoral Supervision and Psychotherapy, Center for Spiritual Care and Pastoral Formation, Spiritual Care Association (Institute for Clinical Pastoral Training), and the Healthcare Chaplaincy Association.

Few pastoral care and counseling organizations have provided students with a consistent and measured educational process and many times have made supervisory education programs and an exhaustive and all too subjective. Therefore, in 2018 Clinical Pastoral Education International (CPEI), Inc., a 501(c)3 organization, was formed with a commitment to provide measurable learning objectives and outcomes for its students; a clear and achievable path for chaplains and supervisors/educators to be credentialed/certified, and one in which persons of all faiths would be valued.

CPEI began offering CPE and Supervisory Education, but in 2020, the Executive Leadership Committee (ELC) approved an affiliation with the International Accreditors for Continuing Education and Training (IACET), which brought about a review and revision of our policies and processes and the creation of specific learning objectives and outcomes for CPE and Supervisory CPE, respectively CPE 100-400 and SEC 600-900. CPEI received approval as an accredited provider of the IACET CEU in December 2020, which has provided increased awareness and the ability to begin training Navy Chaplains. Although this was a significant milestone, the leadership felt that additional oversight and

accreditation from an outside source and began reviewing accrediting agencies affiliated with the US Department of Education. After interviewing several organizations, the ELC approved that CPEI pursue a relationship with an organization that would lead to recognition with the US Department of Education.

Since starting the process it became apparent of the need and benefit of expanding other offerings for CPEI. An initial change began with the addition of a learning management system and the development of a series of modules to assist the students in the completion of the course outcomes. Thinkific was selected as the learning management system, however after nearly a year with repeated concerns from the faculty not being to access the students work, the decision was made to move to Moodle. Another significant offering and change approved by the Executive Leadership Committee (ELC) was to begin offering specializations in several areas-mental health, addictions, hospice and palliative care, trauma and intervention and pastoral counseling.

Pastoral counseling training and credentialing were added to the offerings by CPEI for several reasons. Clergy and chaplains have found that a different set of skills are needed to address the needs they often encounter. Skills that require additional training in conceptualizing client concerns and using empirically based theories and interventions that are integrated with theological insights. This opportunity also recognizes those that have committed to this training to serve the local community and congregations by offering specific credentialing.

Office Location and Hours

Office Address: 165 Wells Road, Unit #103, Orange Park, Florida 32074

Mailing Address: P. O. Box 9166, Fleming Island, Florida 32006

Office Hours: Monday-Thursday, 9 a.m.- 4 p.m. EST.

Points of Contact

Executive Director: Dr. Dallas E. Speight, Email: executivedirector@cpei.us

Administrative Assistant: Mrs. Elizabeth Jedziniak, Email: adminasst@cpei.us

Authorization, Accreditation, and Affiliations

Authorization

CPEI is a non-profit (501c 3) organization registered in Florida and the Federal Government.

Accreditation

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

Affiliations

CPEI has strategic affiliations with the Grace School of Theology, CAREForce, Spiritual Care Association (SCA), Grace School of Theology, American Association of Christian Counselors (AACC), and River International Christian College, Ontario, Canada.

Student Services and Resources

CPEI has created a list of FAQs to assist students and supervisors/instructors on CPEI's website.

Learning Resources and Technology

Texts and journal articles are determined by the individual Supervisor/Educator to use in their respective training programs, although recommended resources are provided in the student and supervisor/educator's handbooks.

Students have access to the Library and Information Resources Network (LIRN) resources, a nonprofit library service providing educational resources for students and supervisors/instructors to their in their learning experiences.

Writing Assistance:

https://owl.purdue.edu/owl/general_writing/the_writing_process/invention_starting_the_writing_process.html

Technological Requirements

All students are required to have access to a computer. Students engaged in the online courses/units are also required to have access to a web camera, speakers/microphone, and a high-speed Internet connection. Zoom.us will be used in most cases, allowing access via video audio and screen sharing. Students are required to be visible on the screen.

Calendar

The calendar dates may vary for each of the CPEI Affiliate Training Programs, which can be verified by contacting the individual CPEI Affiliate Training Program ([CPEI Affiliate Training Programs - Clinical Pastoral Education International \(cpe-international.org\)](https://www.cpe-international.org)); however, for students enrolling directly through CPEI, the dates are as follows:

2022

- Weeks of - January 10-April 18, 2022
- Weeks of - May 9-August 15, 2022
- Weeks of - September 6-December 12, 2022

2023

- Weeks of - January 9-April 17, 2023
- Weeks of -May 8-August 14, 2023
- Weeks of -September 5-December 11,2023

Application

CPE and Supervisory Application is located online: [CPE Application Form \(jotform.com\)](https://www.jotform.com). Applications need to be received a minimum of one month prior to the start of the course dates.

Administration, Supervisors/Educators, and Advisory Committees

Executive Director: Dallas E. Speight, Ed.D., D.Min., M.S., MDiv., LPC, LMHC
Doctor of Education, Counseling Psychology, Argosy University

Doctor of Ministry, Pastoral Care and Counseling, Columbia Theological Seminary
Master of Science, Human Development and Counseling, Troy State University
Master of Divinity, Pastoral Ministry, New Orleans Baptist Theological Seminary
Bachelor of Arts, Christian Education, Bob Jones University

President (Chair of the Board): Al Henager
Bachelor of Arts, Baylor University
Master of Religious Education, Southwestern Baptist Theological Seminary
ABD, Doctor of Ministry, Midwestern Baptist Theological Seminary

Vice-President (Vice-Chair of the Board): Dorothea James, D.Min., M.Div., MAR
Doctor of Ministry, United Theological Seminary, Dayton, OH
Master of Divinity, Liberty Theological Seminary, Lynchburg, V.A.
Master of Arts in Religion, Liberty University, Lynchburg, VA
Washington Bible College, Lanham, MD

Administrative Assistant/Registrar
Elizabeth Jedziniak, AdminAsst@cpei.us

CPEI Historian
Dr. Ed. Outlaw, edoutlaw935@gmail.com
CPEI Training Supervisor Emeritus

CPEI Executive Leadership Committee (Board Members (Stakeholders))

Cornine, Larry, Ed.D., Ed.Sp., MA, BS
Doctor of Education, University of Kansas, Lawrence, KS
Master of Arts, Clinical Mental Health Counseling, Liberty University, VA
Educational Specialist, University of Central Missouri, Warrensburg, MO
Bachelor of Science, University of Central Missouri, Warrensburg, MO

CPEI Advisory Committee

Al Letting, Ed.D., MDiv, ThM
Doctor of Education in Educational Leadership, Alliant International University, San Diego, CA.
Master of Arts, Educational Administration, United States International University, San Diego, CA
Master of Theology, Capital Bible Seminary, Lanham, MD.
Master of Divinity, Capital Bible Seminary, Lanham, MD
Bachelor of Science in Bible, Cairn University (formerly Philadelphia Biblical University), Langhorne, PA.

Chris Philbrick, (COL-R), USA, MA, BA,
Master of Arts, Strategic Studies, U.S. Army War College
Master of Arts, Management, Webster University
Bachelor of Arts, Government, Norwich University

Educational Advisory Committee Members

Barnett, Kelly, Ph.D., LPC

Adjunct Professor, University of Mary Hardin Baylor, Belton, TX

Adjunct Professor, Texas A&M University Center Texas, Killeen, TX

Subject Matter Expert

Doctor of Philosophy, Marriage and Family Therapy, University of Louisiana at Monroe, LA

Master of Education, University of Louisiana at Monroe, LA

Doctor of Ministry, Southwestern Baptist Theological Seminary, Fort Worth, TX

Master of Divinity, Southwestern Baptist Theological Seminary, Fort Worth, TX

Bachelor of Arts, Mississippi College, Clinton, MS

Brooks, Steve, Ed.D., BCPC

Assistant Professor, Liberty University, Lynchburg, VA

Instructor Mentor, Liberty University, Lynchburg, VA

Subject Matter Expert, Liberty University, Lynchburg, VA

Adjunct Professor, Texas Tech University, Lubbock, TX

Adjunct Professor, Houston Baptist University, Houston, TX

Doctor of Education, Counseling Psychology, University of Sarasota

Master of Arts, Religion, Liberty University

Bachelor of Science in Business and Management, University of Maryland

Merkerson, Cowartiz, Ed.D., LPC

Hospital and Facility Advocate

Therapist

Doctor of Education in Counselor Education and Supervision, Argosy University

Master of Arts, Community Counseling, Argosy University

Master of Arts, Public Administration, Auburn University, Montgomery, AL

Bachelor of Criminology, Florida State University

Financial Advisory Committee Member

Roderick Quinlan, CH(LTC-R) USA, CPA, MTS, MCBS, BS/BA

Certified Public Accountant

Master in Theological Studies, Liberty Theological Seminary - Liberty University

Master in Certified Benefits Specialization, Wharton School of Finance, Univ. of

PA.

Bachelor of Science/Bachelor Arts, Accounting University of Southern

Mississippi

Supervisors/Educators

Richard Behers, D.Min., BCC, CFHPC, CPE Supervisor/Educator

Master of Divinity, Mid-America Baptist Theological Seminary

Bachelor of Arts, William Carey University

Paula Belleggie, ThD, MCS, CPE Supervisor/Educator

Doctor of Theology in Clinical Pastoral Psychotherapy, University of Theology & Spirituality, Tacoma, WA
Masters in Consciousness Studies (Theological/Ministry), Holmes Institute, Lakewood, CO
Bachelor's Degree in Applied Arts, Advertising Design, Art Institute of Houston

Michael Benedict, MA, CPE Supervisor/Educator, BCCC
Licensed Substance Use Disorder Counselor, Utah
Master of Arts, Therapeutic Recreation
Post Graduate Hours in Pastoral Counseling and Religious Studies
Brigham Young University

Elias D. Burgos, Ph.D., M.T.S., M.Div., CPE Supervisor/Educator, BCC
Ph.D. in Religion and Social Change, University of Denver/Illiff School of Theology
Master in Theological Studies, Iliff School of Theology
Master of Divinity, Evangelical Institute of Chile
Bachelor in Theological Studies, Baptist Theological Seminary

Al Carden, D. Min. MCM, MRE, CPE Training Supervisor /Educator
Doctor of Ministry, Columbia Theological Seminary Master of Church Music, New Orleans Baptist Theology Seminary
Master of Religious Education, New Orleans Baptist Theological Seminary
Bachelor of Music, Mississippi College

Bill Cox, D.Min., M.Div., CPE Supervisor/Educator, Fellow AAMFT
Doctor of Ministry, Southern Baptist Theological Seminary
Master of Divinity, Southern Baptist Theological Seminary
Bachelor of Arts, Southwest Baptist University

Pat Davis, MRE CPE Supervisor/Educator
Master of Religious Education, New Orleans Baptist Theological Seminary
Batchelor of Science, Business and Management Studies, University of South Alabama

Scott Fleming, M.Div. CPE Supervisor/Educator
Doctor of Ministry (ABD), Midwestern Baptist Theological Seminary, Kansas City, MO
Master of Divinity, New Orleans Baptist Theological Seminary, New Orleans, Louisiana
Bachelor of Science in Biblical Studies (Pastoral Ministry Emphasis) The Baptist College of Florida, Graceville, Florida

Al Henager, M.R.Ed., BCC, CPE Training Supervisor/Educator
Bachelor of Arts, Baylor University
Master of Religious Education, Southwestern Baptist Theological Seminary
ABD, Doctor of Ministry, Midwestern Baptist Theological Seminary

Beverly C. Jessup, D.Min. CPE Training Supervisor/Educator
 Bachelor of Arts, Asbury University
 Master of Divinity, Southeastern Baptist Theological Seminary
 Doctor of Ministry, Southeastern Baptist Theological Seminary

Douglas Lawson, D.Min., M.A., M.Div, B.A, CPE Supervisor/Educator
 Doctor of Ministry, Graduate Theological Foundation,
 M.A., Educational Philosophy, Alliant International University
 M.Div., Emmanuel Christian Seminary
 Bachelor of Arts, Missouri Southern State University

G. Kay Myers, PhD, MFS, MDiv, CPE Training Supervisor/Educator
 PhD, in Educational Psychology, University of Kentucky
 Master of Science in Family, University of Kentucky
 Master of Divinity, North American Baptist Seminary
 Bachelor of Arts in Bible and Ministerial Studies, Trinity Bible College

Peter Ngule, MA, B. Th., CPE Supervisor/Educator
 Master of Business Administration, University of Maryland Global Campus,
 Current
 Master of Arts, Spiritual and Pastoral Care, Loyola University, Maryland
 Bachelor of Theology, Ontario Bible College

Pothin Ngyele, D.Min., Ph. M, M.Div., CPE Training Supervisor/Educator, BCC.
 Master of Divinity, Urbanian University, Rome, Italy
 Master of Philosophy, Saint Peter Canisius institute, Kimwenda, Congo
 Democratic
 Doctor of Ministry, College of Pastoral Supervision and Psychotherapy Institute,
 New York

C J Malone, Ed.D., MA, CPE Training Supervisor/Educator
 Doctor of Education, Louisiana Baptist University: Shreveport, LA
 Master of Arts, Cornerstone University & Seminary: Grand Rapids, MI
 Bachelor of Arts, Calvin College: Grand Rapids, MI

Scott Smith, M. Div., CPE Supervisor/Educator
 Master of Divinity, The Southern Baptist Theological Seminary, Louisville, KY
 Bachelor of Arts in Psychology, Truman State University, Kirksville, MO.

Beth Snyder, M.A. BCC, BCCS, CPE Supervisor/Educator
 Master of Arts Theological Studies, Southern Baptist Theological Seminary
 Bachelor of Arts, University of Georgia

Scott Speight, M.Div., MSMFT, BCC, CPE Training Supervisor/Educator
 Doctor of Education in Community Counseling and Pastoral Care, Liberty
 University (Current student)

Master of Science in Marriage in Family Therapy, Texas A&M (Central)
Master of Divinity in Chaplaincy, Liberty University

Ken Waddell, M.Div., MFT, BA, CPE Supervisor Training/Educator
Master of Family Therapy, San Francisco Theological Seminary, San Francisco, CA
Master of Divinity, San Francisco Theological Seminary, San Francisco, CA
Bachelor of Arts, Sociology and Communications, Trinity University, San Antonio, TX

Credentialing

Certificate of Completion: Students earn a certificate for each course completed.

Credentialing: The Credentialing Committee awards certificates based on students meeting the educational requirements.

Credentialing Requirements

Each credential/certification requires specific written requirements; listed below are the basic educational qualifications. Equivalencies are discussed in the CPEI Credentialing Manual.

Certificate in Chaplaincy

1. Completion of at least one unit of CPE or 400 hours
2. A copy of a CPE Certificate of Completion and payment of fees.

Board Certified Associate Chaplain (BCAC)

1. A bachelor's degree and four units of Clinical Pastoral Education
2. A graduate theological degree (minimum of 48 hours) or equivalent from an accredited school or equivalency with a minimum of two courses/units (800 hours) of clinical pastoral education (CPE).

Board Certified Chaplain (BCC)

1. A graduate theological degree (minimum of 72 hours) or equivalent from an accredited institution.
2. Completing four courses/units of clinical pastoral education (CPE).

Associate Pastoral Counselor (APC)

- i. A bachelor's degree.
2. Completion of a minimum of two courses of CPE and the specialization pastoral counselor courses.

Clinical Pastoral Counselor (CPC)

1. Completion of a Master or Doctoral Degree in counseling, pastoral counseling, marriage and family or social work or equivalency, or licensure.
2. Completion of a minimum of one course of CPE and one course of specialization pastoral counselor courses.

CPE Supervision Credentialing/Certifications and Requirements

Supervisory Candidate I

1. A graduate theological degree or equivalent from an accredited institution.
2. Completing four courses/units of clinical pastoral education (CPE).

Supervisory Candidate II

1. A graduate theological degree or equivalent from an accredited institution.
2. Completion of four courses of clinical pastoral education (CPE).
3. Completion of Supervisory Education Courses 600-900.
4. Submission of a Pastoral Model of Supervision.

Associate CPE Supervisor/Educator

1. A master's degree of at least 36 credit hours in theology or related disciplines (religious education, counseling, etc.) or has significant advanced theological training in one's faith tradition.
2. Completion of four courses of clinical pastoral education (CPE).
3. Submission of evidence of supervisory practice with required narratives as required by Supervisory Candidates I and II.
4. Successful interview demonstrating one's competency as an Associate CPE Supervisor/Educator.

CPE Supervisor/Educator

1. A graduate theological degree or equivalent from an accredited institution.
2. Completing four courses/units of clinical pastoral education (CPE).
3. Submission of evidence of supervisory practice with required narratives.
4. Successful interview demonstrating one's competency as a CPE Supervisor/Educator.

CPE Training Supervisor/Educator

1. A graduate theological degree or equivalent from an accredited institution.
2. Completing four courses/units of clinical pastoral education (CPE).
3. Completion of continuous supervision for a minimum of two years.
4. Completion of Training Supervisory Education Modules 2000-2004.
5. Submission of certificates of completion to the Credentialing Committee.

Pastoral Counseling Supervisor

1. A graduate theological degree or equivalent from an accredited institution.
2. Completing CPE and Pastoral Counseling courses.
3. Submission of evidence of supervisory practice with required narratives.
4. Successful interview demonstrating one's competency as a CPE Supervisor/Educator.

Pastoral Counseling Training Supervisor

1. A graduate theological degree or equivalent from an accredited institution.
2. Completing CPE and Pastoral Counseling courses.

3. Submission of evidence of supervisory practice of at least two years.
4. Successful interview demonstrating one's competency as a CPE Supervisor/Educator.

CPE and Supervisory Course Descriptions

Program Learning Outcomes for CPE 100-400

PLO 1	Develop 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.
PLO 4	Integrate current and relevant insights from the field of behavioral science into one's practice.

CPE 100: Introducing CPE and Pastoral Care

It is a 400-hour introductory course in which the student becomes dynamically aware of self as they provide pastoral and spiritual care to individuals in crises.

CPE 200: Interpreting and Describing Self and Pastoral Care

It is a 400-hour course that expands the knowledge and ability to integrate spiritual assessments appropriate pastoral and spiritual interventions and engages one's personal and pastoral authority.

CPE 300: Evaluating Self and Pastoral Care

It is a 400-hour course that enables the student to critically analyze self as a pastoral provider, effectively engage spiritual assessments, document appropriate pastoral interventions, and demonstrate increased autonomy.

CPE 400: Articulating and Assessing Self and Pastoral Care

It is a 400-hour capstone course in which students demonstrate the ability to assess appropriately and address pastoral and spiritual needs, act autonomously, consult, and provide feedback to team members and articulate a pastoral motif/model that guides one's pastoral care.

Program Learning Outcomes for 500 (Specialization Courses)

PLO 1	Analyze the use of self in a specialized clinical setting.
PLO 2	Construct the knowledge and skills to provide exceptional pastoral care or pastoral counseling to a specialized body of clients, patients, and staff.
PLO 3	Demonstrate personal and professional skills in ethical, interdisciplinary, and consultative relationships.
PLO 4	Integrate insights from theological and behavioral science into one's practice.

500-Specializations

Based on the student's interests, pastoral care specializations may be provided to students after completing CPE 100-400.

- CPE 501: Mental Health and Pastoral Care
- CPE 502: Addictions and Pastoral Care
- CPE 503: Hospice and Palliative Care and Pastoral Care
- CPE 504: Trauma Intervention and Pastoral Care
- PCE 505: Pastoral Counseling Courses

Program Learning Outcomes for SEC 600-1000 and PCC 600-1000

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.
PLO 5	Articulate the ability to administrate and effectively manage a CPE program.

SEC 600: The Supervisor and Fundamentals of Supervision

This module is a 400-hour initial supervisory education course, which provides the supervisory student the opportunity to develop an awareness of the supervisory process and basic supervisory skills.

SEC 700: Describing Concepts of Supervision

This module is the second supervisory education course that provides the supervisory student the opportunity to expand awareness, the development of theory, and the integrative practice of supervision.

SEC 800: Integrating Concepts in Pastoral Supervision

This is the third supervisory education module that provides the supervisory student the opportunity to actively engage in the practice of supervision by integrating supervisory theory, practicing ethical principles in supervision, actively evaluating students, and practicing self-care.

SEC 900: Applying Concepts in Pastoral Supervision

This is the fourth and capstone course. The supervisory student demonstrate completion and ability to integrate one's Pastoral Model of Supervision (Theory of Human Development, Theory of Adult Learning, Multiculturalism, Group Dynamics, and Theology Pastoral Supervision).

Policies and Processes

Anti-Discrimination/Harassment Policy

CPEI will not discriminate on the basis of race, color, creed, religion, ancestry, national or ethnic origin, political affiliation, sex/gender, sexual orientation, age, or disability and will provide an environment free from harassment. CPEI will not tolerate harassment of any nature, including but not limited to sexual harassment, unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

In accordance with *CPEI's Process for Handling Complaints and Grievances*, matters should be dealt with at CPEI Affiliate Training Program and only escalated to higher authorities within an institution as needed. Failure to resolve the issue at the local level (CPEI Affiliate Training Program) will result in a review and action by CPEI's Professional Ethics Committee for resolution.

Admission

Students applying to CPEI will complete the CPE International Application and will not be discriminated against on the basis of race, color, creed, religion, ancestry, national or ethnic origin, political affiliation, sex/gender, sexual orientation, age, or disability and experience an environment free from harassment.

- **CPE Applicants** will participate in an admissions interview with the CPE Supervisor/Educator and assess the completeness of their material, self-presentation, learning needs, personal desire to participate in Clinical Pastoral Education, and their ability to engage the CPEI requirements.

CPE applicants may include seminarians, ordained clergy, elders, deacons, licensed clergy, Eucharistic ministers, or spiritual care providers. Students without formal theological training will be informed of certification requirements. A minimum of a high school diploma is required.

- **CPE Supervisory Education applicants** include those who have completed a minimum of 1600 hours of CPE and a graduate theological degree or equivalent.
- Supervisors will issue a letter of acceptance or denial to the student within ten working days following the interview. Students are to review and sign the acceptance letter within a prescribed time.
- **Clinical Associate Pastoral Counselor applicants** include those with a minimum of a bachelor's degree.
- **Clinical Pastoral Counselor applicants** include those with a minimum of a master's or doctoral degree in counseling, pastoral counseling, marriage and family therapy, social work or licensed in one of the disciplines previously identified.
- **Pastoral Counselor Supervisor applicants** include those with a minimum of a master's or doctoral degree in counseling, pastoral counseling, marriage and family therapy, social work or licensed in one of the disciplines previously identified and a minimum of at least two years active practice in the stated disciplines.

Acceptance Process

- Students accepted into a CPE program must complete the Student Enrollment Form following accepting the offer to participate in a CPE program.
<https://form.jotform.com/210597764915164>
- Background searches, vaccinations, etc., are recommended for all CPE Students. Internship sites will determine the requirements for each. Recommended sources include
 - Clear Checks- <https://app.clearchecks.com/order-report>
 - Clearstar.net https://faith.clearstar.net/v2/home?c=SLRT_03411
- Equivalencies: individuals may apply for advanced standing in CPE or Supervisory CPE by completing the required form
<https://form.jotform.com/210675698973171>
- Disabilities: CPEI aims to remove barriers that might prohibit equal access to services for persons with disabilities.
- English Language Proficiency: Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through the following for admission. [TOEFL iBT Practice Tests \(For Test Takers\) \(ets.org\)](https://www.ets.org/toefl-ibt-practice-tests). Results of the TOEFL must be submitted to the CPEI Affiliate Training Program in which one desires to apply.

Enrollment

Students approved for CPE or Supervisory Education will receive a letter of acceptance outlining the background search requirements, tuition, tuition policy, learning outcomes, etc. The acceptance letter becomes part of the student's confidential record.

The students are also reminded of the requirement to enroll with CPEI. Once enrolled, the student will be issued a membership number. The membership number will be associated with the CPEI Membership site to which students have access. The membership number will be used to track students throughout their careers.

<https://form.jotform.com/210597764915164>

All students enrolled in a CPEI educational program and Supervisors actively leading CPEI groups are covered under the CPEI Professional Liability plan.

Equivalencies

Students may apply for advanced standing, which suggests that credit could be awarded for one or more courses/units of CPE or Supervisory CPE if one's prior educational and experiential learning experiences meet or exceed CPE objectives and outcomes. The form for requesting consideration is <https://form.jotform.com/210675698973171>.

Verification of Student

CPE Supervisors/Educators will use the students' unique membership number to confirm verification of those in a CPE or Supervisory program. Every student is assigned a number. Further description of student verification is found in CPEI Process 216: Enrolling and Verifying Students.

Confidentiality and Consent

Supervisory/Educators (Faculty) and Administration must maintain confidential student records, including student applications, final evaluations, reference letters, etc., and not released without the student's consent.

Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records, both financial and academic. Certain student records cannot be released without the student's explicit consent for the student's protection. However, some directory (membership) information can be released without the student's consent, such as name, address, email address, phone number, dates of enrollment, student current enrollment status, and CPEI courses completed.

Supervisors/Educators (Faculty) must request written permission to record student activity during individual or group supervision. <https://form.jotform.com/213393735570156>

Academics

Clinical Pastoral Education is established on the concept of adult education and experiential learning. An action/reflection/action method of learning is used in which students are to take responsibility for their learning by participating in small group and individual learning and an internship. The following grading scale is based on completing the learning outcomes for each course.

Letter Grade	Points	Category	Evaluation
A+	100-96	Exemplary	Exceeded Learning Outcomes
A	95-91	Exemplary	Nearly Exceeded Learning Outcomes
B+	90-86	Competent	Met Learning Outcomes
B	85-81	Competent	Nearly Met Learning Outcomes
B-	80-76	Developing	Making Progress Toward Learning Outcomes
C+	75-71	Developing	Making Some Progress Toward Learning Outcomes
C	70	Beginning	Beginning to Address Learning Outcomes

Progressing Through CPE, PCC, or Supervisory Education Courses

Educational Expectations: A course of CPE and Supervisory CPE requires a minimum of 400 hours (100 hours structured learning) and (300 hours unstructured or clinical learning). Each course must be moved through progressively, which may also require the

completion of Moodle Educational Modules. The structure of the courses/units varies from intensive units (10-12 weeks) to extended courses/units (12-24 weeks).

Successful Completion: To move successfully through, course outcomes must be met.

Tuition and Fees

CPEI's fees are \$999.00 per course, plus an enrollment fee. However, tuition fees may slightly differ for affiliate CPEI Affiliate Training Program. Please confer with the CPEI Affiliate Training Program you are interested in enrolling to confirm their tuition fees.

Truth and Lending Act Disclosure:

- CPEI agrees to not disclose credit card information to anyone outside the person who holds the card.
- CPEI does not provide loans to students.
- Tuition is expected to be paid prior to or within the first week of the course. No discount is provided for early payment.
- Students may request in writing the need for installment payments not to exceed four per each course.
- Installment payments will incur a 2% fee for credit card charges.

Financial Assistance

CPEI does not participate in Federal Financial Aid Programs (Title IV Pell Grants, Perkins Loans, etc.) due to the extensive administrative requirements.

Financial Policy

The financial policy describes fees, payment schedules, refunds, stipends, scholarships stipends, cancellations, etc.

- *Issuing Invoice:* students will be issued an invoice once the acceptance letter has been signed and returned before beginning a course for returning students. The invoice will include the amount owed and the date it is due.
- *Cancellation:* A student has five calendar days to cancel after signing the acceptance letter to receive a full refund of monies paid.
- *Refund:* A student withdrawing from the **course** is entitled to tuition refund monies paid based on the following schedule-percentage of tuition paid, minus enrollment, library fees, or fees paid to determine equivalences. Special consideration will be given to a student's request for a refund beyond this policy in the case of student illness or accident, death in the family, etc.

Percentage of Tuition Refund Minus Enrollment, Library, and Equivalency Fees:	
Week 1	80%
Week 2	60%
Week 3	40%
Week 4	20%
Week 5-Following	0%

Sample Refund: Student withdraws from the program during **Week 3** but before Week The student has signed the acceptance letter and paid the required fees. Student paid \$999 tuition, \$50 enrollment fee and \$25 library fee = Total Paid: \$1074. Refund to student: \$429.60 tuition (40%), \$0.00 Enrollment fee and \$0.00 library fee: \$429.60.

- *Student Action for Cancellation or Refund:*
 - Tuition Fees: Submit a withdrawal request in writing to the CPEI Supervisor/Educator for tuition reimbursement.
 - Enrollment fees: Submit a withdrawal request to CPEI's Administrative Assistant-AdminAsst@cpei.us.
- CPEI Affiliate Training Program Directors will approve or disapprove the request within five working days of receiving the request. If approved, a check will be submitted to the student within 30 days of the request.
- *Student Failure to Fulfill Financial Obligations:* CPEI Affiliate Training Programs will inform students that the failure to fulfill financial obligations could result in the failure to receive credit for the course, IACET CEUs, a Certificate of Completion, or a final evaluation.

Discounts or Scholarships

CPEI must state any discounts or scholarships allowed in their promotional materials. For example, a student enrolled in a residential program may have reduced tuition because the organization covers the cost.

- All material must state specific expiration date for applying and cannot extend beyond that date.
- Students must submit in writing the request for a discount or scholarship and state the reason(s) for the need. Copies of these requests are to be maintained in the student files.

Evaluations and Assessments

Supervisors/Educators use a variety of instruments to assess and assist students in reaching their goals.

- *Supervisor/Educator's Final Evaluation:* Students will receive a final evaluation from their CPE Supervisor within **30 days** of the end of a course. Students are encouraged to discuss and clarify any items within the Supervisor's evaluation. The evaluation is designed with a 5-point Likert scale, narrative comments, and a grading scale. The grading scale is designed to assist students seeking academic credit at an institution of their choosing.
- *Student Internship Assessment:* The Internship Coordinator's assessment is complementary to the CPEI's Supervisor/Educator's Evaluation and will assist in providing the Supervisor/Educator and student a more comprehensive review from the Internship site.
- *Post Course Assessments:* A required online post-course is required of each student enrolled with CPEI as well as the Supervisor.

Student Records

Each CPEI Affiliate Training Program will maintain confidential records of students; however, CPEI requires that certain student records be kept in a confidential SharePoint file for a minimum of 7 years. The following items are required.

- CPEI's Application (demographic information as a minimum).
- Signed student acceptance letter.
- Students' final evaluation.
- CPEI Supervisor/Educator's Final Evaluation of students.
- Certificate(s) of Course completion.
- Signed consent forms to audio or videotape a group or individual session.
- Signed release of evaluations or transcripts.
- Disciplinary actions (as applicable).
- Letter of non-credit (as applicable).
- Letter of cancellation or withdrawal (as applicable).

Transcripts

Students may request a copy of their transcript by completing the form and paying the required fee. <https://form.jotform.com/210565176099159>

Students may submit a transcript from another pastoral care organization or university that identifies credit earned or equivalency. In either case, students must submit the transcript via the Educational Equivalency form for review <https://form.jotform.com/210675698973171>.

Disclosure: CPEI and the credentialed Supervisors/Educators have responsibility to review and approve or disapprove the transfer of credits or CPE Educational Equivalency requests for advanced standing CPE or Supervisory Credit based on the materials submitted. The final decision is in the hands of the reviewers.

Student Rights and Responsibilities

Students have the right to be respected, receive quality clinical and educational experiences, participate in an environment conducive to learning, be free from any form of harassment, file a grievance or appeal, and receive due process.

CPEI expects students to participate in and take responsibility for their learning; maintain confidentiality related to peer and supervisory group sessions and patient/client encounters and records; maintain an active internship activity; abide by the CPEI Code of Professional Ethics; be punctual and present for all sessions and maintain copies of their records and materials.

Honesty and Integrity

Students are expected to conduct themselves with professional, personal, and ethical integrity in every aspect of training. This includes following the CPEI Code of Professional Conduct, CPEI and CPEI Affiliate Training Programs policies and

processes, conduct and professionalism at one's internship site, and plagiarism avoidance.

Dismissal or Extension of Students Policy

Students may be dismissed for the following actions. Failure to adequately participate in the educational program with two or more unexcused absences; failure to participate in individual supervision; failure to comply with CPEI's Code of Professional Ethics; and the failure to pay their tuition.

Complaint and Grievance Policy

Complaints or grievances may be filed with the CPEI Affiliate Training Program within 30 days of an incident. The report must include the date of the incident, description of the complaint with any relevant information (NOTE: identify any specific alleged violation of the CPEI Code of Professional Ethics), and efforts taken to resolve the issue. The form for filing a complaint/grievance is as follows:

<https://form.jotform.com/220305852768156>

The CPEI Affiliate Training Program Advisory Committee will seek to resolve the issue and respond within 30 days of receiving the complaint unless a solution has been reached. The complaint can be submitted to the CPEI Chair of Ethics for review if the issue has not been resolved.

The Ethics Chair and an appointed consultant will conduct an initial inquiry within 30 days of receiving the complaint and respond. If the issue remains unresolved, the Ethics Chair will appoint a mediator to facilitate discussion between the parties involved. If the issue remains unresolved, the Ethics Chair will appoint a 3-person panel to hear the case. The ethics committee's panel will be the final decision.

Disclosure of Propriety Interest, Conflict of Interests, and Dual Relationships Policy

CPEI Supervisors/Educators and Supervisory Students will disclose any proprietary interest in products and potential conflict of interest or dual/multiple relationships.

Completion of Training Policy

In the absence of a Supervisor/Educator, CPEI will be notified, and appropriate steps are taken to ensure students can complete their education.

Internship Policy

Clinical Pastoral Education (CPE) and Pastoral Counseling involve an internship setting to meet the continuing educational needs for those enrolled as students. The purpose of the training is to foster and improve pastoral care and counseling skills as well as 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 a multitude of sites, including one's current ministry setting, healthcare, corrections, nursing homes, fire and rescue departments, etc.

Moodle Module Descriptions

CPE 101: Use of Self and Pastoral Care

Description: This module introduces concepts that influence one's pastoral care to the learner.

CPE 102: Critical Elements for Initial Pastoral Care Visits

Description: This module introduces the learner to critical elements that undergird a successful initial pastoral visit.

CPE 103: Pastoral Care for a Diverse Population

Description: This module helps to develop an increased awareness and understanding of our cultural values, biases, assumptions about culture, race, ethnicity, sexual orientation, and various forms of faith traditions and spirituality, and how these may impact our interactions with culturally different patients or clients, to recognize spiritual needs of diverse populations.

CPE 104: Using Group for Personal and Professional Development

Description: This module helps introduce students to group dynamics and stages of development.

CPE 105: Overview of Spiritual Assessments

Description: This module familiarizes the learner with various spiritual assessments available to students and differentiates between spiritual screening instruments and spiritual assessments.

CPE 106: Delineating Embedded and Deliberate Theology

Description: This module assists in defining and delineating the topics of embedded and deliberative theology in chaplaincy.

CPE 108: Overview of Ethics in Pastoral Care

Description: This module familiarizes the learner with fundamental concepts of medical ethics and the spiritual care provider's essential role in helping patients and families make informed decisions about their healthcare.

CPE 201: Self-Identity and Pastoral Care

Description: This module assists in an awareness of self and the positive impact on your pastoral identity and care.

CPE 202.1: Surveying Grief and Grieving in Chaplaincy

Description: This module helps develop increased awareness and understanding of grief by identifying grief during the pastoral care visit.

CPE 202.2: Pastoral Care to Hospice Patients

Description: This module provides insight into pastoral care through hospice chaplaincy.

CPE 202.4: Pastoral Care to Children

Description: This module familiarizes students with fundamental concepts of providing pastoral care for children and adolescents in a clinical setting.

CPE 203: Pastoral Care for a Diverse Community

Description: This module provides a process for students to improve their ability to provide inclusive, nonjudgmental care when planning, engaging, and reflecting on patient interactions. In addition, it describes verbal and nonverbal communication techniques to facilitate inclusive care.

CPE 204: Utilizing Peer Groups for Growth and the Ability to Confront and Challenge

Description: This module identifies the healing cycle for transformation in a small group process and introduces the concept and skill of therapeutic confrontation.

CPE 205: Applying a Spiritual Assessment and Pastoral Care

Description: This module assists in identifying spiritual assessment models as a tool for diagnosing unmet spiritual needs and aids the student in determining interventions and a treatment plan development.

CPE 207: Personal Strengths & Weaknesses & Pastoral Authority

Description: This module assists students in identifying one's strengths and weaknesses through the lens of personal vulnerability to increase pastoral effectiveness.

CPE 208: Chaplains and Ethical Decision-Making

Description: This module familiarizes students with the process of ethical decision-making within the clinical environment while working with an interdisciplinary team.

CPE 301: Understanding Transference and Countertransference and Pastoral Care

Description: This module familiarizes students with the concepts of transference and countertransference as sources of knowledge in developing pastoral relationships and getting to know why we react the way we do.

CPE 302.1: Gaining Perspective on Personality Disorders and Pastoral Care

Description: This module introduces students to various personality disorders, diagnostic criteria, and treatment options.

CPE 302.2: Trauma-Informed Approach for Pastoral Care Professionals

Description: This module increases awareness of the impact of trauma, trauma-related stress reactions, and everyday mental health and substance use disorders associated with trauma. Additionally, there is an emphasis on gaining knowledge of the trauma-informed approach related to pastoral care.

CPE 302.3: Pastoral Care and Anxiety

Description: This module assists in increased awareness and understanding of our feelings, mainly that of anxiety, and how these may impact our pastoral interactions with different patients or clients to recognize the spiritual needs of those emotionally affected.

CPE 304: Effectively Utilizing Supervision and Consultation

Description: This module informs the learner that supervision and consultation may be practiced effectively.

CPE 305: Spiritual Assessments, Interventions, and Charting

Description: This module provides an opportunity to review pastoral care assessments, necessary interventions, and the appropriate charting of patient interventions in various settings.

CPE 308: Ethics Case Studies for Chaplains

Description: This module familiarizes students with how to utilize clinical case studies in the context of medical ethics.

CPE 401: Effective Use of Self and Pastoral Care

Description: This module provides students the opportunity to adequately assess self by describing how one's beliefs, strengths, limitations, values, assumptions as well as personal and pastoral history affect one's pastoral ministry.

CPE 402: Intervening with Insights from the Behavioral/Social Sciences in Pastoral Care

Description: This module allows students to articulate insights from the behavioral/social sciences as a tool in pastoral care and the ability to apply those to a diverse population.

CPE 404: Self-Care and Effective Use of Consultation and Supervision

Description: This module allows students to describe their plan for practicing healthy self-care and consultation or supervision for personal and professional growth and development.

CPE 405: Utilizing One's Theology and Pastoral Care

Description: This module allows students to discuss and assess one's embedded/deliberate theology and how it impacts pastoral care.

CPE 501.1: Historical Background of Pastoral Care in the Mental Health Field.

Description: This module assists students in gaining an awareness of the importance of theoretical and historical perspectives of chaplaincy in the mental health field.

CPE 501.2: Diagnostic Assessment in the Mental Health Field

Description: This module assists students in developing self-awareness regarding their beliefs, attitudes, strengths, limitations, values, and assumptions that impact pastoral care in a mental health setting.

CPE 501.3: Clinical Treatment Methods in the Mental Health Field

Description: This module assists students in gaining insight into diagnostic assessment for mental disorders.

CPE 501.4: Clinical Treatment Methods in the Mental Health Field

Description: This module assists students in gaining insight into frequently utilized clinical treatment methods in the mental health field.

CPE 501.5: Delivering Spiritual Assessments & Interventions in Mental Health Chaplaincy

Description: This module assists students in delivering spiritual assessments and pastoral interventions in a mental health setting.

CPE 501.6: Collaboration in Mental Health Chaplaincy

Description: This module assists students in collaborating with an interdisciplinary mental health team.

CPE 501.7: Theological Challenges in the Mental Health Field

Description: This module provides students insight into navigating theological challenges in the mental health field.

CPE 501.8: Ethical Challenges in the Mental Health Field

Description: This module assists students in understanding the role of providing ethical care in a mental health setting.

CPE 501.9: Cultural Competence in the Mental Health Field

Description: This module provides insights in addressing culturally competent care in a mental health setting.

CPE 501.10: Spiritual Leadership in Mental Health Chaplaincy

Description: This module promotes exercising spiritual leadership in the mental health field.

CPE 501.11: Pastoral Counseling in Mental Health Chaplaincy

Description: This module assists in providing effective pastoral counseling in a mental health setting

CPE 501.12: Self-Care Practices in the Mental Health Field

Description: This module helps develop meaningful self-care practices for self and others.

CPE 502.1: Theoretical and Historical Background of Pastoral Care in the Addiction Field

Description: This module assists students in gaining an awareness of the importance of theoretical and historical perspectives of addictions.

CPE 502.2: Analyzing Self in the Context of Pastoral Care in the Addictions Setting.

Description: This module explores the issue of pastoral self-analysis in the addictions field.

CPE 502.3: Discerning Embedded and Deliberate Theology and Addictions

Description: This module explores theological issues related to the field of addictions.

CPE 502.4: Understanding Diagnosis and Treatment in the Addictions Field.

Description: This module assists students in understanding the role of behavioral sciences in the diagnosis and treatment of clients in the addictions field.

CPE 502.5: Spiritual Struggles in the Addictions Field

Description: This module assists students in explaining frequently encountered spiritual struggles in the addictions field.

CPE 502.6: Spiritual Assessments and Pastoral Interventions in the Addictions Setting

Description: This module assists students in delivering practical spiritual assessments and pastoral intervention in the addictions field.

CPE 502.7: Collaboration in the Addictions Field

Description: This module assists students in facilitating a collaborative relationship on an interdisciplinary team in the addictions setting.

CPE 502.8: Ethical Challenges in the Addictions Field

Description: This module assists students in providing ethical care in the addictions setting.

CPE 502.9: Cultural Competence in the Addictions Field

Description: This module assists students in providing culturally competent care in the addictions setting.

CPE 502.10: Spiritual Leadership in the Addictions Field

Description: This module assists students in exercising spiritual leadership in the addictions field.

CPE 502.11: Individual Pastoral Counseling in the Addictions Field

Description: This module assists students in providing effective pastoral counseling in the addictions field.

CPE 502.12: Self-Care Practices in the Addictions Field

Description: This module assists students in developing meaningful self-care practices.

SEC 600.1: Fundamentals of Supervision

Description: This module familiarizes *Supervisory Candidate I* with fundamental supervision concepts.

SEC 600.2: Introduction to Group Dynamics and Group Process

Description: This module introduces basic concepts of group dynamics and processes to supervisory students.

SEC 600.3: Theories of Human Development and Models of Supervision

Description: This module introduces various theories of human development and models of supervision.

SEC 600.4: Integrated Autobiography

Description: This assignment meets one of the requirements for credentialing and assists the supervisory candidate in describing their journey into supervision.

SEC 600.5: CPEI Management Issues and Self-Care Practices

Description: This module addresses supervisors' key administrative and management issues and self-care practices.

SEC 700.1: Adult Learning Issues in Pastoral Supervision

Description: This module familiarizes *Supervisory Candidate I* with course development, learning theories, and supervisory interventions.

SEC 700.2: Multicultural Issues in Pastoral Supervision

Description: This module identifies multicultural issues encountered in supervision.

SEC 700.3: Submission of Theory of Human Development

Description: This module assists supervisory candidates in submitting a draft of their theory of human development related to pastoral supervision.

SEC 700.4: CPEI Management Issues and Self-Care Practices

Description: This module identifies supervisors' critical administrative and management issues and self-care practices.

SEC 800.1: Integrating Ethical Issues in Pastoral Supervision

Description: This module identifies key ethical issues encountered in pastoral supervision.

SEC 800.2: Integrating the Selection, Supervision, and Evaluation of Student

Description: This module identifies critical issues for interviewing, supervising, and evaluating students.

SEC 800.3: Integrating Theology into Pastoral Supervision

Description: This module identifies elements of integrating theology and pastoral supervision.

SEC 800.4: Integrating Adult Learning and Learning Styles in Pastoral Supervision

Description: This module allows *Supervisory Candidate I* to submit a theory of adult learning, group dynamics, and multiculturalism.

SEC 800.5: CPEI Management Issues and Self-Care Practices

Description: This module addresses supervisors' key administrative and management issues and identifies self-care practices.

SEC 900.1: Theology of Pastoral Supervision

Description: This module allows *Supervisory Candidate I* to submit a final copy of one's theology paper and pastoral supervision.

SEC 900.2: Theory of Human Development and Pastoral Supervision

Description: This module allows *Supervisory Candidate I* to submit a final copy of their theory of human development and pastoral supervision.

SEC 900.3: Theory of Adult Learning, Group Dynamics, and Multiculturalism

Description: This module allows *Supervisory Candidate I* to submit a final copy of their adult learning, group dynamics and multiculturalism paper, and pastoral supervision.

SEC 900.4: PowerPoint Overview

Description: This module allows *Supervisory Candidate I* to submit a brief overview of the Pastoral Model of Supervision.

SEC 900.5: Applying Concepts of Supervision

Description: This module allows *Supervisory Candidate I* to apply key supervisory concepts, interventions, and strategies in the practice of pastoral supervision.

SEC 900.6: CPEI Management Issues and Self-Care Practices

Description: This module addresses supervisors' critical administrative and management issues and self-care practices.

SEC 1001: Steps to preparing for Solo Course of CPE Supervision

Description: This module assists in reminding *Supervisory Candidate II* of the responsibilities inherent in setting up a solo course of CPE Supervision.

SEC 1002: Steps to preparing resources and person for the Supervisory Interview

Description: This module assists *Supervisory Candidate II* in the preparation and presentation for the interviewing committee.

SEC 1003: Steps to establishing a CPEI Affiliate Training Program.

Description: This module assists *Supervisory Candidate II* in understanding what is required for the establishment of a CPEI Affiliate Training Program.

SEC 1004: Steps to prepare the Center Evaluation Report for Approval.

Description: This module addresses the importance and the development of the Center Evaluation Report (CER) required of all CPEI Affiliate Training Programs for *Supervisory Candidate II*.

RSEC 1100: Reciprocity CPE Supervisor Course

Description: This module familiarizes CPE Supervisors/Educators with the requirements of CPEI. Before offering CPE 100-500 Courses/Units, CPE Supervisors who join CPEI from another approved cognate group must complete this training before providing CPE Courses/units.

TSEC 2000: Training Supervisory Introductory Course

Description: This module familiarizes CPE Supervisors/Educators with the requirements and skills needed to be credentialed as CPE Training Supervisors and prepares them to successfully supervise and mentor Supervisory Candidates and Associate Supervisors in their development.

TSEC 2001: Training Supervisors-Fundamentals of Supervision

Description: This module familiarizes Training Supervisors/Educators with supervision fundamentals, including exposure to several human development theories.

TSEC 2002: Training Supervisors: Describing Concepts in Pastoral Supervision

Description: This module familiarizes Training Supervisors/Educators with the requirements and knowledge related to fundamental concepts of adult learning theories, learning styles, multicultural issues, and submission of required documents.

TSEC 2003: Training Supervisors: Integrating Concepts in Pastoral Supervision

Description: This module familiarizes Training Supervisors/Educators with the requirements and knowledge related to fundamental concepts of ethical issues and pastoral supervision, interviewing, and accepting students, integrating theology in pastoral supervision, and submitting required documents.

TSEC 2004: Training Supervisors: Applying Concepts in Pastoral Supervision

Description: This module assists Training Supervisors in ensuring supervisory candidates have successfully completed their Pastoral Model for Supervision and it ready for submission.

TRSEC 3000: Reciprocity for Training Supervisors/Educators

Description: This module introduces the requirements for Training Supervisors/Educators affiliating with CPEI, including compliance with CPEI's Policies and Processes Exam.