

**CLINICAL PASTORAL EDUCATION INTERNATIONAL**

**OUTCOME ASSESSMENT PLAN**



Caring for the World Through Pastoral Education

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## Clinical Pastoral Education International (CPEI) Learning Outcome Assessment Plan

### 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.*

CPEI's commitment to excellence in learning is reflected in our mission of providing high-quality clinical pastoral education and supervision...as we connect, prepare, inspire, and certify chaplains and supervisors/educators to meet the educational, emotional, and spiritual needs of people on an international scale. To accomplish this, CPEI is continuously looking for opportunities for growth and improvement by participating in an ongoing outcomes-based assessment.

### Overview

In the early 20<sup>th</sup> century, theological education focused primarily on academic classroom learning with little emphasis on experiential learning. This changed with the influence of Anton Boisen and others who helped shape a new way of learning and ministry.

Clergyman Anton Boisen gave attention to listening, observing, and reading of "living human documents." He was convinced that the type of mental illness he experienced was a religious experience. He believed that religion had a curative, problem-solving nature and concluded that "many forms of insanity are religious rather than medical problems and that they cannot be successfully treated until they are so recognized. Boisen defined theology as the study of religious belief—the "spiritual forces" which operate within us—rather than as a systematic statement of belief. "We have sought to determine the origin and meaning of these beliefs, their function in the individual's life, and their implications for a general system of values."

In the following years, others such as 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 learn 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.

Over the next several years, several groups offered clinical pastoral training and were formed primarily around theological organizations and pragmatic ideas regarding clinical

training. Unfortunately, not all theological organizations felt welcome in some of these programs, or the educational process was not formed around the most current educational and supervised concepts. Few organizations such as the Association for Clinical Pastoral Education (ACPE) provided students with a consistent and measured educational process; however, ACPE has also made the process limited in many ways for students to complete their educational program online and the process of supervisory education is exhaustive and could be perceived as 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/instructors 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 the Distance Education Accrediting Commission (DEAC) as it fit our goal of distance education and met CPEI's overall philosophy.

Since starting the process with DEAC, 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. Moodle was selected as the learning management system, however after nearly a year with repeated concerns from the faculty not being able 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 was added to the offerings by CPEI for several reasons. Clergy and even chaplains have found 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.

### [Our Mission and Purpose](#)

Our mission is 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 certify chaplains and supervisors/educators to meet the educational, emotional, and spiritual needs of people on an international scale. To achieve the primary goal of providing high-quality pastoral education, CPEI uses an action/reflection/action inductive learning method. 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 reflection is utilized to review a variety of pastoral encounters and ministry reporting events. Students covenant together so that growth and development occur in self-awareness, ministry competence, and theological understanding.

### Target Audiences

Our educational program has two focuses: Clinical Pastoral Education Courses 100-400, 500 Specialization Courses, and Supervisory Education 600-1000. Based on the type of students, the objectives and learning outcomes differ. The two primary groups of students participating in CPE include:

- *CPE students* include seminarians, ordained clergy, elders, deacons, licensed clergy, eucharistic ministers, spiritual care providers, healthcare workers and others. Students without formal theological training will be informed of certification requirements. A minimum of a high school diploma.
- *Supervisory students* include individuals who have completed a minimum of 4 courses/units of CPE and a graduate degree in theology or a related discipline or equivalent.

### Institutional Outcomes

CPEI's Institutional Outcomes align with our Mission and Program Learning 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/educators 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.

### Indicators of Successful Achievement

Indicators of achievement include a variety of sources and assessments. According to the Distance Education Accrediting Commission Self-Evaluation Guide (DEAC SER, 2020), assessment is defined as “an ongoing process aimed at understanding and improving student learning” (DEAC SER, 2020, p. 105). A variety of assessments are used to evaluate the CPE or Supervisory educational program and the perception of students' growth and development. Depending on the student's clinical site location, an assessment may also be provided by the internship coordinator. Forms of assessments may include:

<b>CPE 100-500 Direct Measures</b>	<b>Assessment Measures</b>	<b>Committee Responsible for Analyzing Data</b>
<ul style="list-style-type: none"> <li>• Practice of clinical skills and awareness</li> <li>• Moodle Modules (LMS learning)</li> <li>• Submission of required credentialing documents</li> <li>• Completion rates</li> <li>• Grading Rubric Score</li> <li>• Employment in ministry or chaplaincy</li> </ul>	<ul style="list-style-type: none"> <li>• Chaplain Credentialing Assessment</li> <li>• Post Course Completion Report</li> </ul>	<ul style="list-style-type: none"> <li>• Credentialing Committee</li> <li>• Education Committee</li> </ul>
<b>SEC 600-900 Supervisory Candidates I Direct Measures</b>	<b>Assessment Measures</b>	
<ul style="list-style-type: none"> <li>• Practice and observation of supervision</li> <li>• Moodle Modules (LMS learning)</li> <li>• Completion of Pastoral Model of Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisory I Credentialing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Credentialing Committee</li> </ul>
<b>CPE 100-500 Indirect Measures</b>	<b>Assessment Measures</b>	
<ul style="list-style-type: none"> <li>• Weekly Reflections</li> <li>• Verbatims (case conference reports)</li> <li>• Verbatims (case conference reflection reports)</li> <li>• Learning Contracts</li> <li>• Participation in Group and Individual supervision</li> <li>• Moodle Modules (LMS learning)</li> <li>• DEAC Required Questions</li> </ul>	Student (CPE) Post Course Assessment	<ul style="list-style-type: none"> <li>• Education Committee</li> </ul>
<b>Indirect Measures- Supervisory Candidate I</b>	<b>Assessment Measures</b>	
<ul style="list-style-type: none"> <li>• Submission of Pastoral Model of Supervision</li> <li>• Completion of Moodle Modules</li> </ul>	<b>Supervisory Candidate, I</b> Post Course Assessment	<ul style="list-style-type: none"> <li>• Education Committee</li> </ul>

CPE and Supervisory Program Learning Outcomes (PLOs), Curriculum Mapping, etc.

#### Program Learning Outcomes for CPE 100-400

PLO 1	Develop the ability to use self as the primary resource in pastoral care.
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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.

### Curriculum Mapping with PLO for CPE 100-400

CPE Curriculum	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	IA	IA	IA	IA
CPE 200	RA	RA	RA	RA
CPE 300	RA	RA	RA	RA
CPE 400	MA	MA	MA	MA
Internship	MA	MA	MA	MA
<i>Legend: Introduced (I); Reinforced (R); Mastery (M); Assessment (A)</i>				

### Program Objectives and Outcomes for CPE 100-400

The learning objectives remain the same for each of the courses of CPE; however, learning outcomes have been developed using Blooms' Taxonomy for each course.

- To develop self-awareness and how one's beliefs, attitudes, strengths, limitations, values, and assumptions affect one's pastoral ministry.
- To develop insights from pastoral care and the behavioral/social sciences for providing care to others.
- To develop the ability to provide pastoral care to a diverse population of individuals and groups.
- To utilize individual and group supervision for personal and professional growth and the capacity to evaluate one's pastoral ministry.
- To develop the capacity to conduct spiritual assessments and appropriate pastoral interventions.
- To explore one's theological heritage and its impact on one's pastoral ministry.
- To develop the capacity to use one's personal and pastoral leadership and authority.
- To function appropriately within the bounds of ethical principles in the practice of one's ministry and as an advocate for persons in need.
- Effectively accesses one's peer group for consultation and support.

- Effectively accesses one's CPE Supervisor for consultation and support.

CPE 100-400 Learning Outcomes

Learning Outcomes for CPE 100-400			
CPE 100	CPE 200	CPE 300	CPE 400
101: Identify concepts in oneself that influence one's pastoral care.	201: To interpret how one's concepts of self-affect one's pastoral care.	301: Analyze self in the context of pastoral care.	401: To adequately assess self by describing how one's beliefs, strengths, limitations, values, and assumptions affect one's pastoral ministry.
102: Describe elements of an initial pastoral visit.	202: To explain how behavioral/social sciences contribute to pastoral care.	302: Manage pastoral care visits using insights from behavioral/social science.	402: To articulate insights from the behavioral/social sciences as a tool in pastoral care.
103: Recognize specific cultural, gender, and spiritual needs.	203: To discuss culture, gender, and spiritual needs among diverse populations.	303: Formulate spiritual assessments and pastoral interventions with diverse populations.	403: To assess and adequately address the pastoral and spiritual needs of a diverse population.
104: Describe personal and professional challenges and growth points within-group processing and individual supervision.	204: To test innovative approaches in using individual and group supervision for personal and pastoral insight and development.	304: Demonstrate increased confidence in using individual and group supervision for giving and receiving feedback.	404: To assess one's ability to effectively use individuals and groups in a variety of personal and professional settings for purposes of clarification, consultation, and contribution.
105: Identify a variety of spiritual assessment options.	205: To describe a spiritual assessment preference and illustrate its use with at least one appropriate pastoral intervention.	305: Articulate one's spiritual assessment and pastoral intervention(s) with multiple patients/clients.	405: To adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients.
106: Define the difference between embedded and deliberative theology.	206: To discuss how one's theology affects one's pastoral care.	306: Discern the embedded and deliberate theology of self and the person(s) provided pastoral care.	406: To appropriately assess one's embedded/deliberate theology and how it impacts one's pastoral care.
107: Define personal and pastoral authority and its	207: To discuss one's limitations and strengths in using	307: Appropriately exercise personal and pastoral authority.	407: To appropriately assess and demonstrate the use of personal and pastoral authority in pastoral care.

impact on one's ministry.	personal and pastoral authority.		
108: Identify critical ethical/medical issues in pastoral care and the role of pastoral advocate.	208: To discuss the elements of an ethical dilemma and an ethical decision-making process.	308: Formulate an ethical/medical case while applying an appropriate ethical decision-making model	408: To appropriately assess one's role as a pastoral advocate as applied to a medical/ethical issue and an appropriate ethical decision-making process.
109: Effectively accesses one's peer group for consultation and support.	209: Effectively accesses one's peer group for consultation and support.	309: Effectively accesses one's peer group for consultation and support.	409: Effectively accesses one's peer group for consultation and support.
110: Effectively accesses one's CPE Supervisor for consultation and support	210: Effectively accesses one's CPE Supervisor for consultation and support.	CPE 310: Effectively accesses one's CPE Supervisor for consultation and support.	CPE 410: Effectively accesses one's CPE Supervisor for consultation and support.

### 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.

### Curriculum Mapping with PLOs for CPE 500 (Specialization Courses)

CPE Curriculum	PLO 1: Analyze the use of self in a specialized clinical setting	PLO 2: Construct the knowledge and skills to provide exceptional pastoral care to a specialized body of clients, patients, and staff.	PLO 3: Demonstrate one's 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 501-Mental Health	IA	RA	MA	MA
CPE 502-Addictions	IA	RA	MA	MA
CPE 503-Hospice/Palliative Care	IA	RA	MA	MA
CPE 504-Trauma	IA	RA	MA	MA
PCE 505-Pastoral Counseling	IA	RA	MA	MA

Legend: Introduced (I); Reinforced (R); Mastery (M); Assessment (A)

### CPE 501-504 (Specialization Courses) Learning Outcomes

Learning Objectives	Learning Outcomes Mental Health	Learning Outcomes Addictions
Gain an awareness of the importance of theoretical and historical perspectives of the specialization.	501.1: To describe the theoretical and historical perspectives of the mental health field.	502.1: To describe the theoretical and historical perspectives of the addictions field.
Develop self-awareness about how one's beliefs, attitudes, strengths, limitations, values, and assumptions influence pastoral care for others.	501.2: Analyze self in the context of pastoral care in the mental health setting.	502.2: Analyze self in the context of pastoral care in the addictions field setting.
Develop psychological and theological awareness in responding to those in need.	501.3: Articulate insights in psychological assessment in the mental health field.	502.3: Articulate insights in psychological assessment in the addictions field.
Increase the knowledge and skills in using a variety of pastoral interventions.	501.4: Describe appropriate pastoral intervention(s) for use in the mental health field.	502.4: Describe appropriate spiritual assessments and pastoral intervention(s) for use in the addictions field.
Develop an increased ability to collaborate and consult with other interdisciplinary-professional relationships in the care of others.	501.5: Articulate one's role as part of collaborative and interdisciplinary-professional relationships.	502.5: Articulate one's role as part of collaborative and interdisciplinary-professional relationships.
Identify and make use of ethical principles in relationships and the care of others.	501.6: Identify potential ethical challenges and the ability to serve as an advocate for persons with mental health problems.	502.6: Identify potential ethical challenges and the ability to serve as an advocate for persons with addictions.
Develop increased multicultural awareness and competence.	501.7: Identify multicultural needs to serve as an advocate for persons with mental health problems	502.7: Identify multicultural cultural needs to advocate for persons with addictions.
Explore meaningful self-care practices to maintain a healthy outlook and perspective.	501.8: Develop meaningful self-care practices.	502.8: Develop meaningful self-care practices.

### PCE 505 (Specialization Courses) Learning Outcomes

OBJECTIVES	LEARNING OUTCOMES	
Develop an awareness of theoretical and historical perspectives of pastoral counseling.	PC 5051: To describe the theoretical and historical perspectives of pastoral counseling.	

Develop self-awareness and how one's beliefs, attitudes, strengths, limitations, values, and assumptions influence one's pastoral counseling.	PC 505.2: Analyze self in the context of pastoral counseling.	
Develop skills in the use of a variety of pastoral counseling assessments for use in one's practice.	PC 505.3: Articulate a variety of pastoral counseling techniques and assessments for use in one's practice.	
Develop skills in pastoral care interventions and treatments.	PC 505.4: Articulate the ability to effectively integrate a variety of pastoral counseling interventions and techniques.	
Explore the capacity to use spiritual assessments and appropriate pastoral interventions in the mental health field.	PC 505.5: Describe appropriate spiritual assessments and pastoral intervention(s) for use in the mental health field.	
Identify the use of and collaborative and consultative relationships in pastoral counseling.	PC 505.6: Articulate one's ability to make use of collaborate and consultative relationships in order to discuss personal and practice related issues.	
Develop the ability to integrate theological insights into pastoral counseling.	PC 505.7: Articulate one's ability to effectively integrate theological insights into one's pastoral counseling practice.	
Identify and make use of ethical principles in pastoral counseling.	PC 505.8: Identify potential ethical issues in the practice of pastoral counseling.	
Develop cultural awareness and competence in pastoral counseling.	PC 505.9: Articulate the ability to effectively identify and integrate cultural awareness in one's pastoral counseling.	
Develop the capacity to use one's personal and professional authority in caring for others.	PC 505.10: Appropriately exercise personal and professional authority in caring for others.	
Develop healthy self-care practices as a pastoral counselor.	PC 505.11: Articulate healthy self-practices as a pastoral counselor.	

### Program Learning Outcomes for SEC/PCE 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 training program.

## Curriculum Mapping with PLO for SEC 600-1000

SEC Curriculum	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.
SEC 600	IA	IA	IA	IA
SEC 700	RA	RA	RA	RA
SEC 800	RA	RA	RA	RA
SEC 900	MA	MA	MA	MA
SEC 1000	MA	MA	MA	MA
Practice Supervision	MA	MA	MA	MA
<i>Legend: Introduced (I); Reinforced (R); Mastery (M); Assessment (A)</i>				

## Supervisory Education Learning Objectives (SEC 600-900)

- Articulate knowledge of pastoral supervision and the supervisory process.
- Demonstrate an awareness of the supervisory literature.
- Demonstrate the ability to integrate theory and knowledge in supervisory practice.
- Describe the ability to use key relationships for consultation and support successfully.
- Demonstrate the ability to integrate theory and knowledge in supervisory practice successfully.
- Demonstrate the ability to assist in student development and evaluation.
- Articulate an awareness of the administration and management of a training program.
- Display self-awareness and reflection for spiritual and personal self-care.

Learning Outcomes for SEC 600-900			
SEC 600	SEC 700	SEC 800	SEC 900
601: To define the meaning of pastoral supervision.	701: To describe the use of self in pastoral supervision.	801: To integrate the use of self in pastoral supervision.	901: To evaluate the use of self in pastoral supervision.
602: To identify a theory of human development and group dynamics.	702: To apply or discuss theories of human development, group dynamics, adult learning theory, and	802: To evaluate and integrate one's theoretical and theological concepts	902: To defend one's theoretical and theological concepts of pastoral supervision.

	theology of supervision.	of pastoral supervision.	
603: To define key concepts of supervision, i.e., transference, countertransference, parallel process, resistance, etc., in the practice of supervision.	703: To discuss key concepts of supervision, i.e., transference, countertransference, parallel process, resistance, in the practice of pastoral supervision.	803: To integrate key concepts of supervision, i.e., transference, countertransference, parallel process, resistance, into the practice of supervision.	903: To apply the understanding and application of key supervisory concepts in the practice of pastoral supervision.
604: To recognize the importance of the supervisory relationship for consultation and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.	704: To use supervisory consultation for professional growth and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.	804: To evaluate the successful use of key relationships and support for supervisory development.	904: To select key relationships for ongoing supervisory consultation.
605: To observe/practice CPE supervision.	705: To discuss CPE theory and supervisory knowledge and skills in practice.	805: To integrate CPE supervisory theory and knowledge into the practice of supervision.	905: To describe and apply supervisory theory and knowledge in the practice of supervision.
606: To recognize the need to assist in student development and evaluation.	706: To discuss key supervisory interventions and strategies.	806: To integrate CPE supervisory theory, supervisory interventions, and strategies into the practice of supervision.	906: To select a variety of supervisory interventions and strategies in the practice of pastoral supervision.
607: To identify supervisory ethical issues.	707: To discuss ethical issues and supervision.	807: To analyze appropriate actions in ethical decision-making in the practice of supervision.	907: To choose appropriate actions in ethical decision-making in the practice of pastoral supervision.
608: To recognize the dynamics related to administering a CPE program.	708: To discuss the elements related to the supervisory objectives and learning outcomes.	808: To analyze elements related to the supervisory objectives and outcomes related to administering a CPE program.	908: To articulate one's ability to administer a CPE program.
609: To recognize the need for reflection and self-care.	709: To discuss the need for reflection and self-care.	809: To employ a variety of self-care practices.	909: To evaluate a variety of self-care practices.
610: Initiate connection with the Training Supervisor and peers for	710: Initiate connection with the Training Supervisor and peers	810: To initiate connection with the Training Supervisor and peers for	910: To initiate contact with one's peers and others for consultation and support.

consultation and support.	for consultation and support.	consultation and support.	
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### Assessing Student Achievement

Students are evaluated on their ability to complete their learning goals as part of the learning outcomes for each course with at least an 80% achievement. Indirect measures include post-course assessments and direct credentialing measures, which are determined by students' ability to successfully integrate and incorporate learning from CPE 100-500. Supervisory Candidate, I direct measures include developing a pastoral model of supervision, which incorporates their ability to identify theories and a theology approach of supervision.

### Indirect Measures

#### *CPE Student Post Course Assessment CPE 100-400*

CPE helped me to: Strongly Agree-5: Agree-4: Neutral-3; Disagree-2: Strongly Disagree-1.	5	4	3	2	1
Develop self-awareness and the impact it has on my pastoral ministry.					
Recognize specific cultural, gender, and spiritual needs among individuals and groups.					
Make use of the social/behavioral sciences in my ministry.					
Make use of individual and group supervision for personal and professional development.					
Utilize spiritual assessments and appropriate pastoral interventions in my ministry.					
Develop the opportunity to further reflect upon my deliberate and embedded theology.					
Exercise my personal and pastoral ministry.					
Identify ethical issues and incorporate appropriate steps in addressing them.					
Enhance my learning by completing the Moodle Modules					
Assess the CPE Program (Yes-1 and No-0)	Yes=1				No=0
Did you achieve, or will you achieve upon completing CPE courses, the goals you had when you started CPE?					
All things considered, I would highly recommend CPEI CPE course to a friend?					
All things considered, were you satisfied with your CPE experience with CPEI?					
Did you have access to the resources needed, e.g., library, etc., for this course?					

*Supervisory Candidate, I Post Course Assessment*

The Supervisory Course Provided me the Opportunity to: Strongly Agree-5: Agree-4: Neutral-3; Disagree-2: Strongly Disagree-1.	5	4	3	2	1
Articulate knowledge of pastoral supervision and the supervisory process.					
Identify and make effective use of supervisory literature.					
Integrate theory and knowledge of supervision via observation and practice.					
Make use of key relationships for consultation and support, e.g., supervisory connections group.					
Identify self-care practices and ethical issues and incorporate appropriate steps in my supervisory/educational process.					
Articulate an awareness of the administration and management of a CPEI CPE Course as outlined in CPEI Policies and Processes, particularly Policy 101 and Process 219.					
Develop additional knowledge by completing the Moodle Modules.					
Enhance my learning by completing the Moodle Modules					
Assess the Supervisory/Education Program (Yes=1 and No=0	Yes=1			No=0	
Did you achieve, or will you achieve upon completing supervisory/education, the goals you had when you started?	1-			0-	
All things considered, I would highly recommend CPE Supervisory Education to a friend?					
All things considered, were you satisfied with your supervisory educational experience with CPEI?					

**Direct Measures**

***CPE 100-500 Course Completion***

CPE 100-500 Course Completion DIRECT MEASURE OUTCOME ASSESSMENT				
Course	Direct Measures	Assessment Method	Benchmarks	Results
CPE 100-500	Course Completion Rate	• Course Completion Report	90% of students complete the Training	
	Grading Rubric	• Course Completion Report	85% of the students earn grades of 85 or higher.	

	Employment Status	• Course Completion Report	80% of the students are employed in a ministry or chaplain position.	
<b>Actions for Improving Student Learning</b>				

### *Credentiaing Assessment for Chaplains*

CPE helped me to: Strongly Agree-5: Agree-4: Neutral-3; Disagree-2: Strongly Disagree-1.	5	4	3	2	1
1.0-Autobiography, which demonstrated in written and verbal discussions the ability to identify significant turning points, past hurts, disappointments, and successes in one's life that have impacted one's personal, pastoral, and professional identity.					
1.1-Articulated in written and verbal discussions the ability to exercise a non-anxious presence in emotionally charged circumstances.					
1.2-Demonstrated in written and verbal discussions an awareness of family of origin issues and their impact on one's ministry.					
1.3-Identified potential ethical issues in the practice of ministry and the role as a chaplain.					
1.4-Discussed one's healthy self-care plan					
2.0-Articulated a clear pastoral image/motif/model that describes one's pastoral care approach in written and verbal discussions.					
2.1-Demonstrated in written and verbal discussions the ability to center self and engage a patient/client with confidence while setting aside personal and religious agendas.					
2.2-Discussed in written and verbal work the ability to conduct a spiritual/pastoral assessment and develop an appropriate pastoral intervention.					
2.3-Articulated in written and verbal discussions the ability to consult, collaborate and communicate with healthcare and other professionals.					
2.4-The candidate described the role of an advocate for clients/patients, families, and staff."					
3.0-Demonstrated in written and verbal discussions the ability to assess systemic principles and group dynamics relating to and providing pastoral care.					
3.1-Communicated in written and verbal discussions the ability to identify psychosocial and psychological/mental health issues relating to patients/clients/parishioners, staff, and others. Potential areas might include issues such as grief and loss, anxiety, family dynamics, substance abuse, domestic violence, etc.					
4.0- Written documents reflected graduate-level work. Use of APA, Turabian, or a similar format.					

*Direct Measure- Supervisory Candidate I - Credentialing for Pastoral Model of Supervision*

CPE helped me to: Strongly Agree-5: Agree-4: Neutral-3; Disagree-2: Strongly Disagree-1.	5	4	3	2	1
1.0-Presented a brief (1-2 page) yet insightful autobiography highlighting one's selection and journey toward CPE Supervision.					
2.0-Identified one or more human development (personality) theorists/theories that are consistent with one's pastoral supervisory model.					
2.1-Articulated a theoretical position that illustrated knowledge and critical use of the literature relative to one's human development theory.					
2.2-Demonstrated how one's theory of human development and pastoral supervision informs the use of supervisory strategies, interventions, etc.					
2.3--Provided clinical (student) examples that clearly articulated theoretical insights related to one's human development theory of pastoral supervision.					
3.0-Critically reflected upon one's religious heritage and current theology as it relates to being a pastoral supervisor.					
3.1-Demonstrated evidence of familiarity and critical use of theological literature and insights related to one's supervisory practice.					
3.2-Demonstrated awareness and respect for students' religious history and theology.					
3.3-Provided clinical examples applying one's theological insights in pastoral supervision.					
4.1-Demonstrated familiarity with at least one or more adult learning theorists.					
4.2-Articulated basic tenants of adult learning theory as it applied to one's pastoral supervision.					
4.3-Demonstrated sensitivity and respect for students' learning styles.					
4.4-Highlighted issues related to resistance and the use of pastoral supervision to address it.					
4.5-Articulated an awareness of the importance of establishing a supervisory alliance and key supervisory dynamics, i.e., parallel process, transference, countertransference, etc.					
4.6-Demonstrated an understanding of group dynamics and the uniqueness of cultural differences in pastoral supervision.					
4.7-Highlighted the use of the Action-Reflection-Action process of supervision.					
1.0-Presented a brief (1-2 page) yet insightful autobiography which highlighted one's selection and journey toward CPE Supervision.					

**Outcomes Measurement Tools**

Upon completion of the course, the following activities occur in accordance with CPEI Process 215 “Assessment of Students Achieving Learning Outcomes” post-course assessments are initiated. In addition, supervisors also complete post-course assessments in accordance with CPEI Process 222, “Comprehensive and Systematic Evaluation of CPEI Courses.”

**Students complete a post-course assessment (goal of at least 80%):**

<https://form.jotform.com/210655528824156>

**Supervisory students complete a post-course assessment (goal of at least 80%):**

<https://form.jotform.com/210664132713144>

**CPE Internship Assessment**

<https://form.jotform.com/213397946126161>

**Post Course Completion Report**

<https://form.jotform.com/210643228121039>

### *Review of Student Achievement Results*

In support of CPE Process 202, “Periodic Internal Review,” the Education Committee will review and evaluate the CPE Student and Supervisory Student Post Course Assessments and the Post Course Completion Report and submit a summary report to the Administrative Assistant by November 15 annually.

CPEI Process 211 “Formal Needs Analysis” the Education Committee will conduct a systematic process to gather appropriate and sufficient information to develop an effective educational program that will address the groups’ needs and wants (gap).

Gap: is the difference between the current state of “what is” and the desirable or achievable state of “what should be or desired.”

### **Reporting Student Achievement Results**

In support of CPE Process 223, “Analyzing and Communicating Assessment Results,” the Education Committee is responsible for analyzing the student and supervisor post-course assessments and providing a summary of the findings to the Executive Leadership Committee (ELC) as well as the Supervisors/Educators.

### **Using Student Achievement Results**

Based on the gap analysis of Process 211 “Formal Needs Analysis,” the following actions can occur:

- Three to four consistently poor results would require a recommended change.
- Minor Changes may include items such as course texts, technology, etc. and, in most cases, can be handled easily by the CPE Supervisor/Educator
- Major Changes may include personnel issues, which may require referral to the Executive Leadership Committee (ELC) to be addressed.

### **Collecting Course/Program Progress Data**

The end of course completion data collected includes the dates of the course, student’s name and identification (membership #), identification of the CPEI Affiliate Training Program, whether the student completed the course, withdrew, or was dismissed (if the latter two, an explanation is requested), grade achieved, type of credit awarded (CPE 100-400, 500, SEC 600-900), Credit and CEUs awarded, and student’s employment status.

CPE courses typically run 10-12 weeks (intensive course) and 12-26 weeks (extended course).

Supervisory courses operate similarly with the expectation that students complete the course in 18-24 months.

Credentialing/Certification with CPEI is based on the achievement of CPE or Supervisory Courses and the appropriate education.

#### Certificate in Chaplaincy

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

#### Board Certified Associate Chaplain (BCAC)

- A bachelor's degree and four units of Clinical Pastoral Education
- 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)

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

#### Associate Pastoral Counselor (APC)

- A bachelor's degree.
- 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 Associate Supervisor/Educator

1. Completion of a Master's degree of at least 36 hours in theology or equivalent.
2. Completion of a minimum of four courses of CPE.
3. Board Certified Chaplain
4. Completion of requirements for Supervisory Candidate I and II or reciprocity.

#### CPE Supervisor/Educator

1. Completion of a Master's degree of at least 72 hours in theology or equivalent.
2. Completion of a minimum of four courses of CPE.
3. Board Certified as a Chaplain.
4. Completion of requirements for Supervisory Candidate I and II or reciprocity.

#### CPE Training Supervisor/Educator

- Completion of a Master's degree of at least 72 hours in theology or equivalent.
- Completion of a minimum of four courses of CPE.
- Board Certified as a Chaplain.
- Two years of successful supervision.

#### Pastoral Counselor Supervisor:

- Completion 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.
- Completion of a minimum of one course of CPE and one course of specialization pastoral counselor courses.

#### Pastoral Counselor Training Supervisor:

- Completion 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.
- Completion of a minimum of one course of CPE and one course of specialization pastoral counselor courses.

Successful credentialing/certification results are completed annually by the Administrative Assistant and submitted to the Education Committee.

#### Review of Progress Data

In accordance with CPEI Process 202 "Periodic Internal Review," the Education Committee will review and evaluate the Post Course Assessments and submit a summary report to the ELC November 15 annually.

Actions that can be taken to address poor results might result in

- After three to four consistently lower or poor results, recommendations for change will occur.
- Minor Changes may include items such as course texts, technology, etc. and, in most cases, can be handled easily by the CPE Supervisor/Educator
- Major Changes may include personnel issues, which may require referral to the Executive Leadership Committee (ELC) to be addressed.
- Major changes approved by the ELC would be incorporated in the curriculum and distributed to the Supervisors/Educators.

CPEI will report to DEAC in their annual report due by January 31<sup>st</sup> the results of those completing CPE and Supervisory education.

## Direct Measures

CPE 100-500 Course Completion DIRECT MEASURE OUTCOME ASSESSMENT				
Course	Direct Measures	Assessment Method	Benchmarks	Results
<b>CPE 100-500</b>	Course Completion Rate	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	90% of students complete the Training	
	Supervisors/Educators' Grading Rubric of Student's Experiential Learning -CPE 100	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	85% of the students earn grades of 85 or higher.	
	Supervisors/Educators' Grading Rubric of Student's Experiential Learning -CPE 200	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	85% of the students earn grades of 85 or higher.	
	Supervisors/Educators' Grading Rubric of Student's Experiential Learning -CPE 300	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	85% of the students earn grades of 85 or higher.	
	Supervisors/Educators' Grading Rubric of Student's Experiential Learning -CPE 400	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	85% of the students earn grades of 85 or higher.	
	Supervisors/Educators' Grading Rubric of Student's Experiential Learning -CPE 500	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	85% of the students earn grades of 85 or higher.	
	Employment Status	<ul style="list-style-type: none"> <li>• Post Course Completion Report</li> </ul>	80% of the students are employed in a ministry position.	
<b>Actions for Improving Student Learning</b>				
<b>Chaplain Credentialing Assessment (Direct Measures)</b>				
<i>Evaluated on a scale of 5-Strongly Agree to 1-Strongly Disagree:</i>				
Objectives	Direct Measures	Assessment Method	Benchmarks	Results
<b>Course Objectives</b>				
1.0-Autobiography, which demonstrated in written and verbal discussions the ability to identify	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	

significant turning points, past hurts, disappointments, and successes in one's life, which has impacted one's personal, pastoral, and professional identity.				
1.1-Articulated in written and verbal discussions the ability to exercise a non-anxious presence in emotionally charged circumstances.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
1.2-Demonstrated in written and verbal discussions an awareness of family of origin issues and their impact on one's ministry.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
1.3-Identified potential ethical issues in the practice of ministry and the role as a chaplain.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
1.4-Discussed one's healthy self-care plan	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
2.0-Articulated a clear pastoral image/motif/model that describes one's pastoral care approach in written and verbal discussions.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
2.1-Demonstrated in written and verbal discussions the ability to center self and engage a patient/client with confidence while setting aside personal and religious agendas.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
2.2-Discussed in written and verbal work the ability to conduct a spiritual/pastoral assessment and develop an appropriate pastoral intervention.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
2.3-Articulated in written and verbal discussions the ability to consult, collaborate and communicate with healthcare and other professionals.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
2.4-The candidate described the role of an advocate for clients/patients, families, and staff."	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
3.0-Demonstrated in written and verbal discussions the ability to assess systemic principles and group dynamics relating to and providing pastoral care.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	

3.1-Communicated in written and verbal discussions the ability to identify psychosocial and psychological/mental health issues relating to patients/clients/parishioners, staff, and others. Potential areas might include issues such as grief and loss, anxiety, family dynamics, substance abuse, domestic violence, etc.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	
4.0- Written documents reflected graduate-level work. Use of APA, Turabian, or a similar format.	Written Requirements for Credentialing.	Assessment of Clinical Competency	80%	

### Actions for Improving Credentialing for Chaplains

## Credentialing Assessment (Direct Measures)

### SUPERVISORY CANDIDATES I

*The score is Based on 5-Strongly Agree to 1-Strongly Disagree-*

Objectives Course Objectives	Direct Measures	Assessment Method	Benchmarks	Results
1.0-Presented a brief (1-2 page) yet insightful autobiography which highlighted one's selection and journey toward CPE Supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
2.0-Identified one or more human development (personality) theorists/theories that are consistent with one's pastoral supervisory model.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
2.1-Articulated a theoretical position that illustrated knowledge and critical use of the literature relative to one's human development theory.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
2.2-Demonstrated how one's theory of human development and pastoral supervision informs the use of supervisory strategies, interventions, etc.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
2.3--Provided clinical (student) examples that clearly articulated theoretical insights related to one's human development theory of pastoral supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	

3.0-Critically reflected upon one's religious heritage and current theology as it relates to being a pastoral supervisor.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
3.1-Demonstrated evidence of familiarity and critical use of theological literature and insights related to one's supervisory practice.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
3.2-Demonstrated awareness and respect for students' religious history and theology.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
3.3-Provided clinical examples applying one's theological insights in pastoral supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.1-Demonstrated familiarity with at least one or more adult learning theorists.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.2-Articulated basic tenants of adult learning theory as it applied to one's pastoral supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.3-Demonstrated sensitivity and respect for students' learning styles.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.4-Highlighted issues related to resistance and the use of pastoral supervision to address it.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.5-Articulated an awareness of the importance of establishing a supervisory alliance and key supervisory dynamics, i.e., parallel process, transference, countertransference, etc.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.6-Demonstrated an understanding of group dynamics and the uniqueness of cultural differences in pastoral supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	
4.7-Highlighted the use of the Action-Reflection-Action process of supervision.	Written Pastoral Model of Supervision	Assessment of Supervisory Competency	80%	

**Actions for Improving Credentialing Supervisory Candidates I**

**Indirect Measures- CPEI**

**Clinical Pastoral Education Courses (CPE 100-400)  
INDIRECT OUTCOME ASSESSMENT PLAN**

5 (Strongly Agree-100%); 4 (Agree-80%); 3 (Neutral-60%); 2 (Disagree-40%); 1 (Strongly Disagree-20%)					
Program Learning Objectives (PLOs)	Assessment Questions (Related to Course Objectives)	Direct Measures	Assessment Method	Benchmarks	Results
PLO 1: Develop the ability to use self as the primary resource in pastoral care.	Q1- Develop self-awareness and the impact it has on my ministry.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
	Q7- Exercise my personal and pastoral authority.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
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.	Q2-Recognize specific cultural, gender, and spiritual needs among individuals and groups.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
	Q6-Develop the opportunity to further reflect upon my deliberate and embedded theology.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
PLO 3: Demonstrate one's personal and professional skills in ethical, interdisciplinary, and consultative relationships.	Q4-Make use of individual and group supervision for personal and professional development.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
	Q8-Identify ethical issues and incorporate appropriate steps in addressing them.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
PLO 4: Integrate current and relevant insights from the field of behavioral science into one's practice.	Q3-Make use of the social/behavioral sciences in my ministry.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
	Q4-Utilize spiritual assessments and appropriate pastoral interventions.	CPE Student Post Course Assessment	Student Post Course Assessment	80% or higher	
DEAC REQUIRED ASSESSMENT QUESTIONS	Q1- Did you achieve, or will you achieve upon completing CPE courses, the goals you had when you stated CPE?	CPE Student Post Course Assessment	DEAC Required Questions	80% or higher	

Q2-All things considered, I would highly recommend CPEI CPE Courses to a friend?	CPE Student Post Course Assessment	DEAC Required Questions	80% or higher	
Q3-All things considered, were you satisfied with your CPE experience with CPEI?	CPE Student Post Course Assessment	DEAC Required Questions	80% or higher	

**CPE 500 SERIES (SPECIALIZATION COURSES)  
INDIRECT MEASURES OUTCOME ASSESSMENT PLAN**

<b>Program Learning Objectives (PLOs)</b>	<b>Course Objectives</b>	<b>Direct Measures</b>	<b>Assessment Method</b>	<b>Benchmarks</b>	<b>Results</b>
	Gain an awareness of the importance of the theoretical and historical perspectives of the specialization.	<ul style="list-style-type: none"> <li>Weekly Reflections</li> <li>Verbatims (case conference reports)</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
	Develop self-awareness as to how one's beliefs, attitudes, strengths, limitations, values, and assumptions influence one's care for others.	<ul style="list-style-type: none"> <li>Verbatims (case conference reflection reports)</li> <li>Learning Contracts</li> <li>Participation in Group and Individual supervision</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
	Explore meaningful self-care practices to maintain a healthy outlook and perspective.	<ul style="list-style-type: none"> <li>Participation in Group and Individual supervision</li> <li>Moodle Modules (LMS learning)</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
PLO 2: Construct the knowledge and skills to provide exceptional pastoral care or pastoral counseling to a specialized body of clients, patients, and staff.	Increase the knowledge and skills in using a variety of pastoral interventions.	<ul style="list-style-type: none"> <li>Weekly Reflections</li> <li>Verbatims (case conference reports)</li> <li>Verbatims (case conference reflection reports)</li> <li>Learning Contracts</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
	Develop increased multicultural awareness and competence.	<ul style="list-style-type: none"> <li>Participation in Group and</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	

	Develop an increased ability to collaborate and consult with other interdisciplinary-professional relationships in the care of others.	Individual supervision <ul style="list-style-type: none"> <li>• Moodle Modules (LMS learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
	Identify and make use of ethical principles in relationships and the care of others.		<ul style="list-style-type: none"> <li>• Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
PLO 3: Demonstrate one's personal and professional skills in ethical, interdisciplinary, and consultative relationships.	Develop an increased ability to collaborate and consult with other interdisciplinary-professional relationships in the care of others.	<ul style="list-style-type: none"> <li>• Weekly Reflections</li> <li>• Verbatims (case conference reports)</li> <li>• Verbatims (case conference reflection reports)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
	Identify and make use of ethical principles in relationships and the care of others.	<ul style="list-style-type: none"> <li>• Learning Contracts</li> <li>• Participation in Group and Individual supervision</li> <li>• Moodle Modules (LMS learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	
PLO 4: Integrate theology and behavioral science insights into one's practice.	Develop psychological and theological awareness in responding to those in need.	<ul style="list-style-type: none"> <li>• Weekly Reflections</li> <li>• Verbatims (case conference reports)</li> <li>• Verbatims (case conference reflection reports)</li> <li>• Learning Contracts</li> <li>• Participation in Group and Individual supervision</li> <li>• Moodle Modules (LMS learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor/Educator or Final Student Evaluation Rubric</li> </ul>	80%	

## Actions for Improving Student Learning

### SUPERVISORY CANDIDATES I POST COURSE ASSESSMENT INDIRECT OUTCOME ASSESSMENT PLAN

5 (Strongly Agree-100%); 4 (Agree-80%); 3 (Neutral-60%); 2 (Disagree-40%); 1 (Strongly Disagree-20%)

Program Learning Objectives (PLOs)	Assessment Questions (Related to Course Objectives)	Indirect Measures	Assessment Method	Benchmarks	Results
PLO 1: Construct theories and theology of pastoral supervision that guide one's supervisory practice.	Q1-Articulate knowledge of pastoral supervision and the supervisory process.	Supervisory Candidate, I Post Course Assessment	Supervisory Candidate, I Post Course Assessment	80% or higher	
PLO 2: Demonstrate ethical and self-care practices in supervision.	Q5-Identify self-care practices and ethical issues and incorporate appropriate steps in my supervisory/educational process.	Supervisory Candidate, I Post Course Assessment	Supervisory Candidate, I Post Course Assessment	80% or higher	
PLO 3: Integrate current and relevant insights from the field of supervision into one's practice.	Q3-Integrate theory and knowledge of supervision via observation and practice.	Supervisory Candidate, I Post Course Assessment	Supervisory Candidate, I Post Course Assessment	80% or higher	

PLO 4: Demonstrate the ability to establish and use consultative relationships to enhance supervisory practice.	Q4-Make use of key relationships for consultation and support, e.g., Supervisory Connections.	Supervisory Candidate, I Post Course Assessment	Supervisory Candidate, I Post Course Assessment	80% or higher	
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### Improving the Institution Through Outcomes Assessment

In keeping with CPEI’s Mission “*To provide high-quality clinical pastoral education and supervision and continuing education,*” the Education Committee is responsible for evaluating data collected through direct and indirect measures.

The data collected is from our target groups - CPE and Supervisory students and supervisors/educators. The data is collected in jotforms and transferred into Excel. The benchmark for each learning or credentialing outcome is based on 80%. An analysis of the data is reviewed to determine the percentage and the mean score. Most of the assessments are based on a Likert Scale of Strongly Agree-5; Agree-4; Neutral-3; Disagree-2; Strongly Disagree-1. Other results are determined by a Yes-1 or No-0 response. Student and Final Supervisory Evaluations also are based on a Likert score, but with slightly different categories:

Data collected from the Post Course Completion Report identifies the course completion rate, the grading results, and the employment status of persons in ministry or a chaplaincy position.

In accordance with CPEI Process 202 “Periodic Internal Review,” the Education Committee will review and evaluate direct and indirect measures to determine if any changes are required. A summary of their findings is presented to the ELC’s Fall meeting.

Actions that can be taken to address poor results might result in

- Three to four consistently poor results would require a recommended change
- Minor Changes may include items such as course texts, technology, etc., and in most cases, can be handled easily by the CPE Supervisor/Educator.
- Major Changes may include personnel issues, which may require referral to the Executive Leadership Committee (ELC) to be addressed.

If new courses are added, the Education Committee will identify the need and subject matter experts according to the CPEI Curriculum Development Manual.

### Instructional and Education Support Services

As an ongoing process, CPEI will listen to the needs of the students and faculty to determine whether areas of improvement can be added. This could include additional technological resources such as using Moodle, a software learning management system (LMS) that enables students and supervisors to complete online credit courses and issue a certificate. The platform allows for creating modules/lessons, quizzes, discussion boards, assignments, video presentations, etc.

### Program Outcomes and Curriculum

In addition to the results of the student's and supervisors' feedback via the assessments, CPEI also uses an educational advisory committee comprised of individuals who have been involved in the delivery or development of educational resources.

The advisory committee evaluates the current curriculum, content, etc. using this tool [CPEI Advisory Committee of Educators' Assessment \(jotform.com\)](https://www.jotform.com)

### Course Outcomes

Based on the feedback and results from the Education Committee, these will be revised and updated as needed.

### Content and Instructional Materials

Based on the feedback and results from the Education Committee, the course content and instructional material will be revised and updated as needed.

### Assessments and Calculations

Based on the feedback and results from the Education Committee, these will be revised and updated as needed. An example of this occurred when it was decided to create a separate assessment for supervisory students post course versus having them complete the same one as the Supervisor.

#### *Calculation of Mean Score*

- Mean Score- is a total number of total Likert scale results divided by the total participants in the, or in Excel the formula is =AVERAGE (Cell#:Cell#).
- For example-if, the total when adding up the scores from the Likert scale (5,4,3,2,1) is 66, and the number of participants responding to the survey is 15-computer  $66/15=4.4$  mean score.

#### *Calculating Percentage*

- Count (total number of participants)
- Sum (of all the responses) 5,4, 3, 2,1
- Calculate (Sum divided by Count) \*100
- Example: 50 students responded, and the sum of the Likert Scale (5,4,3,2,1) = 41. The percentage is calculated by dividing the total sum of the Likert results (41) by the total participants (50) and multiply by 100  $(41/50)*100=80\%$

### Institutional Policies and Procedures

In accordance with CPEI Process 225 “Quality Review of Policies and Processes,” the Ethics and Compliance Committee will annually review all CPEI Policies to ensure the policy and procedures meet the Standards of CPEI, CAPE, IACET, DEAC, and any other accrediting body associated with CPEI.

### Institutional Mission and Outcomes

In conjunction with the Executive Director and the Executive Leadership Committee (Board of Directors), the Institutional Mission and Outcomes (Goals) will be reviewed annually in preparation for the Strategic Initiatives and CPEI’s vision for the future.

### Glossary

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

**ADDIE:** is an analysis model for instructional design. The model includes an analysis phase, design phase, development phase, implementation phase, and evaluative phase.

**Advanced Standing:** Students may seek credit for one or more courses/units of CPE or Supervisory if they feel that previous training, they completed meets the minimum requirements offered by CPEI.

### Advisory Committee (AC):

- CPEI Affiliate Training Program Advisory Committee: The AC or Board of Directors, based on the governance structure of a CPEI Affiliate Training Program, is to advise and assist the CPE training director in the development, accreditation process, and coordination of a CPE program that fully complies with CPEI Standards. Though the duties and responsibilities may vary, they may include participating in CPE student interviews and evaluations, assisting in a review of the center and its various elements; assisting in the center's preparation and review for accreditation; serving as part of a mediation team responsible for handling ethical complaints and grievances that are unable to be resolved at the lowest level and assisting in promoting the CPE program.
- CPEI Advisory Committee: volunteers who provide feedback and guidance regarding CPEI’s strategic goals, curriculum, and finances.

**Assessment:** “is an ongoing process aimed at understanding and improving student learning” DEAC SER, 2020, p. 105). A variety of assessments is used to evaluate the CPE or Supervisory educational program and the perception of students’ growth and development. Depending on the student’s clinical site location, the internship coordinator may also assess. Forms of assessments may include:

- Direct measures require “students to demonstrate knowledge, skills and include data that directly measure the achievement of expected outcomes” (p. 106). Direct measures may include course evaluations, case study (verbatim) reports and reflections, internship assessments, Moodle quizzes, etc.
- Indirect measures measure student impressions of learning, including post-course assessments credentialing requirements.

**Asynchronous Learning:** The asynchronous learning method engages distance learning at different times.

**Book Review:** Students will be exposed to a variety of pastoral care texts and resources 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 various 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 presented during individual and 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.

**Center Evaluation Report (CER):** The center's comprehensive analysis of its educational resources and effectiveness about its stated mission and training objectives. A CER may be viewed as a self-study report.

**Clinical Pastoral Education (CPE):** The process of CPE refers to an action/reflection/action inductive 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 reflection is utilized to review a variety of pastoral encounters and ministry reporting events. Students 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 student hours.

**Committee for Oversight, Review, and Effectiveness of CPEI Affiliate Training Programs (ORE-TC):** This committee reviews and approve CPEI Affiliate Training Programs.

**CPE Course:** CPEI defines the completion of each (unit) as a course.

**CPE Supervisor/Educator Candidate:** This individual has demonstrated the giftedness and calling to help train/educate students in the art and skill of Clinical Pastoral Education (CPE) and has 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.

**Supervisory Candidate II:** This is an individual who has submitted their Pastoral Supervisory Education Model and has been credentialed to supervise CPE groups while remaining under a CPE Training Supervisor/Educator

**CPE Associate Supervisor/Educator:** This individual has met all the requirements to supervise ongoing groups of CPE students. The Associate Supervisor/Educator has earned less than the required 72 hours of theological education.

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

**CPE Training Supervisor/Educator:** this individual has successfully and continuously supervised courses/units of CPE for a minimum of two years, completed the Moodle Module for Supervisory Educators, and has been credentialed to supervise individuals in the CPEI Supervisor/Educatory Track.

**CPEI Connections:** CPEI Connections serve as a group of at least three or more individuals who meet for purposes of sharing knowledge, consultation, and creating best practices. There are two separate groups: CPEI Chaplain and Members Connections, Supervisory Students' Connections, and Supervisors/Educators Connections.

**Devotional:** A student presents the devotional content with a spiritual meaning and connection to the presenter. Devotional leadership is an opportunity for a student to articulate the connections between current experiences of life, professional ministry context, and meaningful text (poetry, prose, story, music, sacred text, etc.). Devotional presentations are more about sharing self than “doing” something for others. Students will have the opportunity to give/receive feedback related to content and presentation.

**Distance Education:** “is a process of interaction 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” (The U.S. Department of

Education defines distance education within the Code of Federal Regulations (CFR) 34 § 600.2 as cited in DEAC Accreditation Handbook, July 2021, p. 152).

**Evaluations:** Students and Supervisors/Educators complete evaluations that measure learning outcomes, accomplishments, and ongoing areas of needed growth.

**Group Process:** Group process provides the opportunity for students to practice their skills, promote personal growth, and provides the Supervisor/Educator examples of how students are implementing knowledge learned in the classroom setting, paralleling how students are providing care in the clinical/work setting.

**IACET:** International Accreditors for Continuing Education and Training has approved CPEI as an accredited CEU provider.

**Institution:** Approved CPEI Affiliate Training Programs may be identified as an Institution or Non-Institution (Independent), including a wide array of clinical settings.

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

**Learning Contracts:** The learning contract expresses 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?"

**Memorandum of Understanding (MOU):** CPEI Affiliate Training Programs will make use of MOUs to outline terms and details of a mutual understanding or agreement, noting each party's requirements and responsibilities.

**Pastoral Counseling:** Clinical practice that integrates psychological and theological concepts and treatment interventions.

**Reflection/Theological Paper:** The 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 impact one as a person and as a pastoral caregiver.

**Social Media:** social media primarily refers to technological mediated resources that allow people to create, share, or exchange information, e.g., Facebook.

**Supervisory Education:** This method of education is an intentional process of educating supervisory students in developing the competencies to be credentialed as a clinical Supervisor/Educator.

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

**Moodle:** is a software learning management system (LMS) that enables students and supervisors to credit courses for credit and a certificate. The platform allows for creating modules/lessons, quizzes, discussion boards, assignments, video presentations, etc.

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