

**CPE 200 COURSE SYLLABUS**  
**The School of Military Spiritual Formation**  
**CPEI Affiliate #1022**  
**Beginning and Ending Dates of the Course**  
**Day, time, and Zoom meeting location of the course**  
**Name and title of Supervisor-Educator**

**CPE GUIDELINES**

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

This course will focus on concepts of self-awareness, pastoral formation, and the ability to utilize supervision for personal and professional growth and development. It will also focus on the development of one's pastoral care skills.

This course requires commitment of 400 hours of supervised education.

CPE 200 This course expands the student's knowledge and use of self, one's pastoral authority, how to integrate spiritual assessments and develop appropriate pastoral and spiritual interventions and further engage in awareness of cultural and ethical dynamics, and how to use one's peer group and supervisor for growth.

- **CPE Handbook.** Trainees are responsible to review and familiarize themselves with the CPEI Handbook, including all policies.
- **Confidentiality.**
  - Due to the nature of the personal and professional topics discussed, it is imperative that students maintain confidentiality with all material shared in group. All case studies and verbatim reports will utilize pseudonyms or initials to identify patients, and documents will be returned to the presenter following presentations.
  - Ensure you have a confidential location in which to conduct group CPE. Family members, pets, television or radio playing, etc., can be both a distraction and interruption to the confidential discussions.
- **Group & Individual Supervision.**
  - Students will meet weekly for group training sessions, which are typically 3 hours in length. The training and assignment schedule is contained in this document. It is the student's responsibility to refer to the schedule for assignment instructions and due dates. Any absences need to be approved by the group supervisor.
  - **Individual supervision is a course requirement.** Students are to take responsibility for coordinating a minimum of once every two weeks with their CPE Supervisor-Educator for individual supervision, which is typically for 30-45 minutes. **The student is responsible for the scheduling of and preparation for these conferences. An agenda with ideas and topics you would like to discuss, which are related to your clinical work, etc. should be provided to the supervisor.** The supervisory

conference provides the student with the opportunity to focus on individualized learning issues and objectives so as to make the best use of clinical training for the student's theological education. The conferences may focus on any aspect of the students' clinical training, including the written materials presented. Please bring a verbatim to at least one of the individual supervision meetings.

- **Written Assignments.** All written assignments should be submitted the day before class meets.
  - Reflective Journal. A weekly reflective journal is required from all trainees starting the second week of class. Please utilize the template provided and email a copy to your supervisor on Sunday. **No** reflective journal is required during the week of the Final Evaluation, as well as during weeks where no meeting is scheduled.
  - Verbatim. Verbatim presentations are assigned (see weekly schedule) and should be typed in the format and template provided. Please email a copy to your supervisor on the day prior to presentation.
  - Learning Goals. Individual learning goals should be formulated by the due date specified in the training schedule. Learning goals should align with the trainee's CPE objectives for the unit. Please use the template provided and email a copy to your supervisor and peers on the day prior to presentation.
  - Family History Questionnaire. Contemplation and understanding of the trainee's family of origin and family systems, themes, and experiences is integral to development of the self and the peer group. A template will be provided to email a copy to your supervisor prior to presentation.
  - All trainees will complete a Final Evaluation and are expected to participate with other peers in reviewing and discussing these documents.
- **Populi Requirements** Students will be required to complete and submit assignments utilizing Populi.
- **Reading Requirements.** The course will utilize the texts listed below. In addition to the course texts, students should read a minimum of 100 pages specifically addressing one's learning goals. Books should be cleared with the Supervisor-Educator and should relate to one's learning goals and be included on the learning contract.
 

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Westminster John Knox Press, 2006. ISBN: 978-0-664-22684-8

Kelly, Ewan. *Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care*. T&T Clark International. 2012. ISBN: 978-0-567-28328-3
- **Clinical Hours.** Each trainee will maintain an accurate account of their clinical hours, including accumulated time spent visiting patients or on-call and the number of patient visits conducted. Students will submit a weekly report via Populi. 300 clinical hours during the course are needed to satisfy CPE requirements.
- **Course Schedules** are specific to the during of the course 12-16 weeks and the number of participants in the course.