

CPE 600 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 Training Supervisor

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 600 This is an initial supervisory education course, which provides the supervisory student the opportunity to develop an awareness of the supervisory process and basic supervisory skills.

SEC 600- provides the supervisory student the opportunity to develop an awareness of the supervisory process, the observation of supervisory practice, an awareness of the supervisory literature related to the fundamentals of supervision, exposure to various theories of human development, group dynamics and the management of CPE and self-care issues.

SEC 600 Learning Outcomes

SEC 601: To define the meaning of pastoral supervision.

SEC 602: To identify a theory of human development and group dynamics.

SEC 603: To define critical concepts of supervision, i.e., transference, countertransference, parallel process, resistance, etc., in the practice of supervision.

SEC 604: To recognize the importance of the supervisory relationship for consultation and development, i.e., Training Supervisor, CPEI Supervisory Connections, etc.

SEC 605: To observe/practice CPE supervision.

SEC 606: To recognize the need to assist in student development and evaluation.

SEC 607: To identify supervisory ethical issues.

SEC 608: To recognize the dynamics related to administering a CPE program.

SEC 609: To recognize the need for reflection and self-care.

SEC 610: Initiate contact with the Training Supervisor and peers for consultation and support.

SEC 600: LMS Modules

SEC 600.1: Fundamentals of Supervision

Familiarizes Supervisory Candidates with fundamental supervisory concepts.

SEC 600.2: Introduction to Group Dynamics and Group Process

Introduces basic concepts of group dynamics and processes to supervisory students.

SEC 600.3: Theories of Human Development and Models of Supervision

Introduces various theories of human development and models of supervision.

SEC 600.4: Draft Theory of Human Development

The supervisory student will select a theorist and submit a draft on the theory of human development.

SEC 600.5: Self-Care Practices

Addresses candidate's self-care practices.

SEC 600.6: Self-Evaluation

Demonstrates the ability to evaluate strengths and growth areas.

SEC 600.7: Training-Supervisor's Evaluation and CPEI Administration

Articulates supervisory candidate's strengths and limitations as a supervisor-educator.

Evaluations and Assessment: Students will complete a final evaluation.

Group and Individual Supervision: Supervisory students will meet regularly in group supervision for observation and the practice of supervision. Supervisory students will also arrange for ongoing supervision and consultation with their training supervisor-educator throughout all courses (SEC 600-900).

Course/CEUs Hours

Calculating Course Hours Requires the Completion of 400 hour. Below you can identify the course hours. Course hours are based on clock hours (60 minutes).

Recommended Course Texts for SEC 600

Bernard, J. M., & Goodyear, R. (2019). *Fundamentals of clinical supervision*, (6th Ed). Pearson.

Benefiel, M., & Holton, G. (Eds). (2010). *The soul of supervision: Integrating practice and theory*.

Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development, *Human Resource Development International*, 13:1, 111-120, DOI: 10.1080/13678861003589099

Campbell, J. (2000). *Becoming an effective supervisor*.

Ekstein, R., & Wallerstein, R.S. (1958). *The Teaching and Learning of Psychotherapy*. International Universities Press.

Kiweewa, J.M., Gilbride, D., Luke, M., & Clingerman, T. (2018). Tracking growth factors in experiencing training groups through Tuckman's Conceptual Model. *The Journal for Specialists in Group Work*, 43(3), 274-296.

Schultz, D., & Schutz, S. E. (2018). *Theories of personalities* (11th Ed.). Cengage Learning.

Yalom, L.D., & Lesczc, M. (2005). *The theory and practice of group psychotherapy*, (5th ed.). Basic Books.

Academic Integrity

Academic integrity is essential. Therefore, students are to avoid any academic dishonesty such as plagiarism or falsifying information.