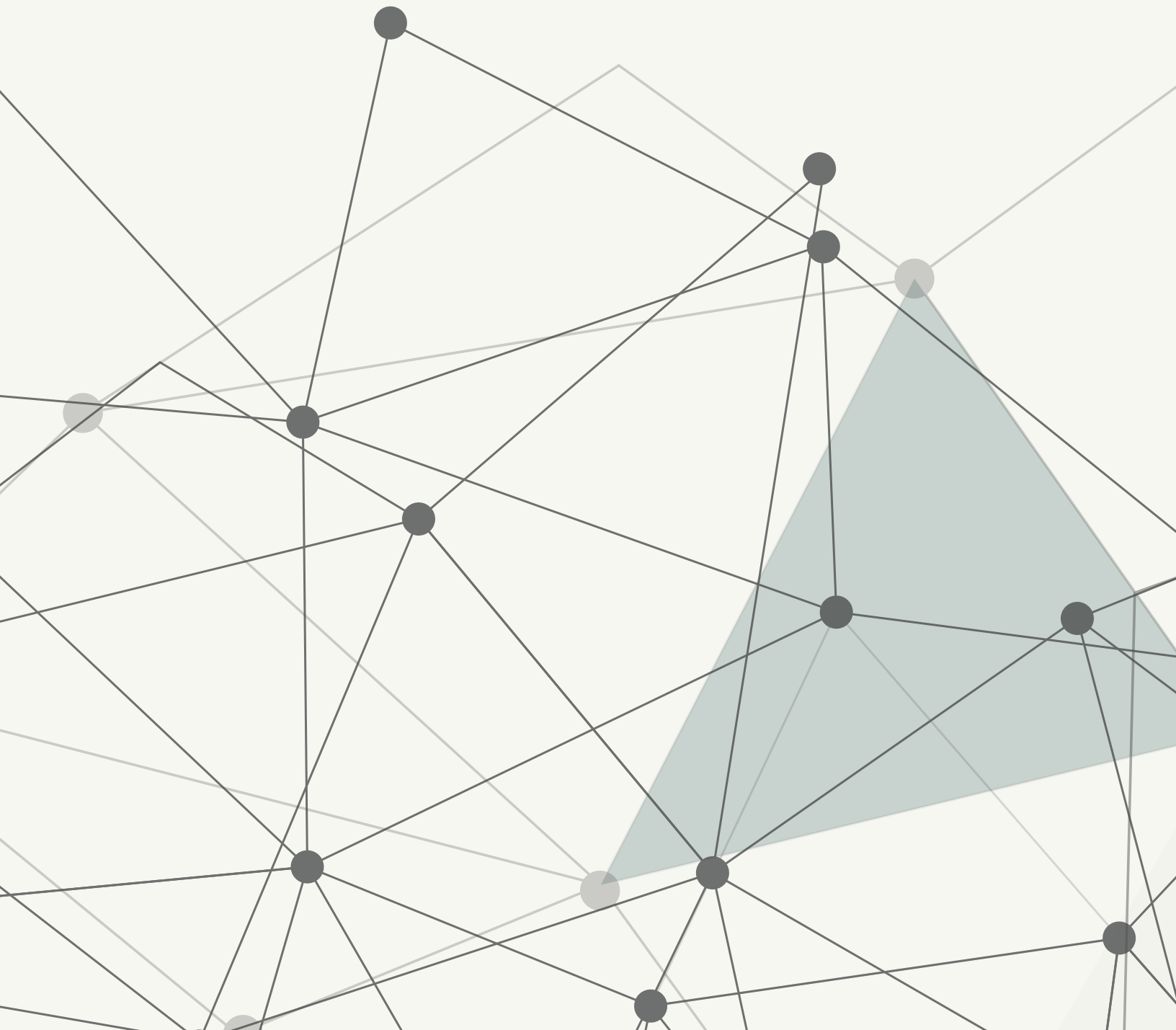




ADVENTIST  
CHAPLAINCY  
INSTITUTE

# HANDBOOK



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# ADVENTIST CHAPLAINCY INSTITUTE **AIM**

EQUIPPING COMPASSIONATE AND COMMITTED  
ADVENTIST CHAPLAINS IN WORLDWIDE MINISTRY



# FROM THE PRESIDENT

Education, the media, international trade, and travel have shrunk our world. Globalization, specialization, and new technologies bring change and create demands for higher standards, including in the field of religious ministry. This is particularly true in rapidly developing regions of the world. Corporations, institutions, and private and public organizations engage chaplains as part of their leadership team. Religious leaders now serve as chaplains in airports, business and industry, education, community agencies, correctional institutions, health care facilities, the military, and other settings.

The Adventist Chaplaincy Ministries Department–General Conference (ACM) receives increasing numbers of appeals from the world church for help in establishing and developing chaplaincies. In collaboration with other denominational leaders and departments, ACM is providing strategic direction in response to these dynamics.

Adventist Chaplaincy Institute training programs are developed in collaboration with a variety of denominational entities, including administration and the education, health, and ministerial departments. This integrated approach will provide an array of educational opportunities to develop specialized ministry for denominational and public and private organizations.

ACI oversees collaborative denominational training programs for chaplaincy, assists Seventh-day Adventists seeking to enter the chaplaincies, and helps chaplains attain the highest professional standards. ACI seeks to inspire and develop called, competent, and caring chaplains who use their skills to perform or provide a compassionate and holistic ministry of grace, hope and healing to all those in their circles of influence. Chaplaincies provide a unique opportunity for Seventh-day Adventist ministers. While fulfilling their call from God, chaplains serve in places the church cannot easily enter.

The General Conference of Seventh-day Adventists recognizes chaplaincy as a valid and viable ministry. In 1985, ACM was established as a General Conference service to develop the unified program, and in 1995 ACM was raised to the status of a full department with ACM directors in each of the world division offices. This growing network has led to the increasing demand for chaplaincy education and opened the way for ACI.

This is an exciting time for expanding the traditional view of ministry within the Seventh-day Adventist Church as we seek to bring glory to God and to His kingdom!



Mario E. Ceballos, D. Min., BCC  
*Adventist Chaplaincy Institute*

# GENERAL CONFERENCE VOTED STATEMENT ON CHAPLAINCY

“Adventist Chaplaincy Ministries seeks to establish a global network of Adventist chaplains who care responsibly for the spiritual well-being of all those in their assigned circle of influence. Adventist chaplains extend the outreach of the church as a valid and viable expression of ministry for the church. Adventist Chaplaincy Ministries provides guidance for applying General Conference established standards for chaplaincy ministry to the world field” (GC Working Policy, Section FA 05).

## ADVENTIST CHAPLAINCY INSTITUTE (ACI)

### VISION

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All Adventist chaplains credentialed, endorsed, and certified.

### AIM

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Compassionate and committed Adventist chaplains in worldwide ministry.

### MISSION

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Oversee collaborative denominational programs for chaplaincy training.

### CORE VALUES

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Adventist Chaplaincy Institute is committed to these core values of holistic training for ministry:

Compassionate Care

Commitment to Excellence

Courage to Uphold Spiritual Values

### DESIRED OUTCOME

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Professionally trained and certified Adventist chaplains in each division.

## OBJECTIVES

Promote a graduate curriculum in each division of the world church for training Adventist ministers who are called to the chaplaincies or desire to advance their chaplaincy and pastoral proficiencies.

Establish accredited, endorsed Seventh-day Adventist Clinical Pastoral Education (SDA-CPE) training centers in each division of the world church.

Professionally trained and qualified Adventist chaplains in:

- Every denominational secondary school and college/university.
- Public and private educational institutions.
- Every denominational hospital/health care facility.
- Public and private hospitals/health care facilities.
- Correctional facilities.
- Military services of nations.
- Other public/community agencies.

To offer a program of professional continuing education for Adventist chaplains worldwide with an online training center for chaplains to obtain continuing education.

## FUNCTIONS

### LEADERSHIP

Provide relevant guidance and direction to denominational and institutional leaders on chaplaincy standards, government requirements, professional qualifications, and other aspects of developing chaplaincy in their territory or organization.

### COLLABORATION

Work in cooperation with other denominational departments and institutions to integrate standards of professional excellence for Adventist clergy of all expressions of ministry, especially chaplains (see International Board for Ministerial and Theological Education (IBMTE) Handbook, XIII.1-5).

### DIRECTION

Give guidance and direction to the development of curriculum, CEUs, and CPE training intended as professional education for chaplains. Assist church leaders in determining feasibility of chaplaincies training in their regions.

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## STANDARDS

Establish quality controls that will ensure standards of excellence at the same level or higher than accepted and required by secular, government, or professional organizations.

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## ACCREDITATION

Evaluate and grant accreditation to CPE training centers and other chaplaincy training programs. Review operating Adventist chaplains training programs at least once every five (5) years to certify compliance with accreditation standards, relevancy, and quality.

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## CERTIFICATION

Grant ACI certification (BCC) to endorsed chaplains who fulfill requirements for Board-Certified Adventist Chaplain, and certify Adventist CPE instructor-trainers.

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## REPORTING

Provide the ACM department with written reports of all reviews of chaplain training programs and CPE training centers, and report annually the numbers of chaplains certified. ACM will report to the IMBTE the accreditation of CPE centers and chaplaincy degrees.

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## RECORDS

Maintain records and rosters of all operating ACI-sponsored training programs, and of all chaplains who have been certified.

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## BUDGET

Submit annual budget for operating expenses to the ACM Director.

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## ASSISTANCE

Provide instructors, material support, and training to division, union, and local conference ACM departments and annual chaplain association training events as needed.

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## MARKETING

Advertise and market all ACI-related training programs for chaplains using church periodicals, printed advertisements, the ACM websites, and social media.



## GOVERNANCE

Adventist Chaplaincy Institute (ACI) was established as a subordinate element of the ACM Department for the purpose of facilitating chaplain professional training.

ACI will be governed by the ACI Administrative Council. The ACI Administrative Council will nominate the president of the Adventist Chaplaincy Institute (ACI) to the ACM committee for approval and ratification. The Administrative Council Membership will be comprised of persons in the following positions:

ACM Director – Chair

ACM Associate Director – Vice-Chair

ACI President – Secretary

General Conference Education Director or designee

General Conference Health Department Director or designee

General Conference Ministerial Association Secretary or designee

Adventist Health Care System Representative (2)

Certified CPE Supervisor-trainer (2)

Dean from an Adventist seminary or designee

Endorsed Chaplains (4)

Division ACM Directors (Only as invitees)

Terms of Reference for the ACI Administrative Council will be written by the ACM Directors and submitted via the ACM Committee to the GC ADCOM for approval.

The ACI Administrative Committee will meet bi-annually; a quorum will consist of a minimum of three voting members besides the officers of the ACI Administrative Council (Chairs and Secretary)

The ACI Administrative Committee will nominate to the ACM Committee the officers of the Adventist Chaplaincy Institute, and the Certification Board of Professional Adventist Chaplains (CBPAC).

Travel expenses for members will be paid by their employing organizations. Any other compensations will be considered when budgeted and on a contractual basis.

## ACM PROFESSIONAL STANDARDS AND SERVICES

A variety of environments, conditions of governance, and legal requirements create considerable differences in chaplaincies. Differences also exist between chaplaincy institutional settings and the profile of ministry needed. Yet, the frequent crossing of ecclesiastical and national boundaries also requires a high standard of excellence that defines a commonality of skills acceptable throughout the denomination for endorsed Adventist chaplains. Recognition of attaining and practicing those skills is certified by ACI. That certification attests that the Adventist chaplain practices pastoral proficiencies to the highest professional standards and is qualified to minister anywhere within the global church (FA 35 10).

ACI provides the services listed below:

### BOARD-CERTIFICATION

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The certification process is initiated by the endorsed chaplain and is administered by ACI. This determines if a chaplain has completed the academic, clinical, and experiential requirements to be awarded board-certified status.

### BOARD-CERTIFICATION OF ADVENTIST CLINICAL PASTORAL CARE SUPERVISORS

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The certification process is initiated by the endorsed chaplain and is administered by ACI. This determines if an endorsed and certified chaplain further qualifies as an instructor of Adventist Clinical Pastoral Education.

### ACCREDITATION OF ADVENTIST CLINICAL PASTORAL CARE EDUCATION TRAINING CENTERS

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The accreditation process for the Adventist Clinical Pastoral Care Education (ACPCE) training centers is initiated by an Adventist CPE Supervisor and is administered by ACI. This determines if an ACPCE training center is operating to ACI standards and qualifies for accreditation.

### ACADEMIC PARTNERSHIPS

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ACI will work in partnership with and through Adventist graduate educational institutions to offer specialized chaplaincy training. These partnerships can be initiated either by ACI or the academic institutions. Currently, ACI has partnered with the Adventist University of Africa (AUA), Nairobi, Kenya, the Seventh-day Adventist Theological Seminary at Andrews University (SDATS), Berrien Springs, Michigan, the School of Religion at Loma Linda University, Loma Linda, California (LLUSR), the Inter-American Adventist Theological Seminary (IATS) in Miami, Florida, and the Latin-American Adventist Theological Seminary (SALT) Brasilia, Brazil to offer advanced graduate courses and degrees.

## DISTRIBUTED EDUCATION

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The changing demographics of students and educational expenses associated with resident learning makes different modalities and delivery of training essential. ACI will work to provide non-resident, online education, and other alternative opportunities that still provide quality learning.

## ACI CONTINUING EDUCATION

### PROFESSIONAL CONTINUING EDUCATION UNITS (CEU)

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Adventist chaplains are required to continue their professional education for a certain number of hours per year or to complete a specified number of professionally related CEUs. ACI will assist in providing or recommending opportunities for chaplains to complete some of the requirements. Board-certified chaplains will be required to take CEUs for maintaining their certification (FA 30 25).

### PHILOSOPHY

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Professional education is a lifetime activity. ACM is committed to ensuring that the chaplains they endorse and certify maintain a high level of professional competence. A primary method of encouraging that goal is to provide, facilitate, and require regular continuing education. ACI is a vehicle that can help a chaplain complete this requirement.

### CRITERIA

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Continuing education should meet the following criteria:

- A. Subjects are relevant to chaplains and chaplain ministry.
- B. Events directly relate to one or more of the “Core Competencies” listed earlier.
- C. Events may include workshops, seminars, lectures, or other professional activities that enhance one or more of the “Core Competencies.”
- D. Academically and professionally qualified instructors.
- E. Adequate verification of attendee engagement in the experience and evaluation of the event.

### PROCEDURES FOR SCHEDULING AND DOCUMENTING CONTINUING EDUCATION

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1. Application to receive ACI continuing education credits can be made by individual chaplains, organizations, or institutions.
2. Proposals to offer CEUs for credit will be sent to ACI in advance of the event to allow ACI adequate time for consideration, clarification if needed, and notification of decision before the event is advertised or begins.
3. ACI will send notice of their decision to the applicant. The notice will agree with the proposal, recommend modifications, or decline the proposal.

4. Verification of attendee engagement and evaluation of the event will be completed by the event coordinator through submission of pre- and post-tests, attendance records, or another ACI approved method. In the case of a chaplain attending a non-ACI sanctioned event, the chaplain will submit a post-event evaluation that includes a summary of the event and a description of “Core Competency” learning.

## DEFINITION OF TERMS

### ECCLESIASTICAL ENDORSEMENT

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Ecclesiastical endorsement is a recognized status and process that verifies a faith group’s affirmation that a religious leader meets requirements and is qualified to serve in an institutional or organizational setting as a chaplain (FA 30 05).

The endorsement process for a Seventh-day Adventist Church minister is administered by the ACM Department of the applicant’s home division. This is a process solely administered by the ACM Committee.

Though endorsement is not the responsibility of ACI, as such, it is foundational to the Institute’s certifying and accrediting tasks.

### CERTIFICATION

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Certification is a process that validates compliance with standards and recognizes competency. Adventist Chaplaincy Ministries certifies certain division programs and Seventh-day Adventist ministers who have completed special training and achieved special skills.

### ACCREDITATION

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Accreditation verifies that a specified degree/diploma/certificate/educational training program is officially licensed and recognized by governmental agencies. It meets professional standards and adequately prepares a student for qualifying to enter a chaplaincy field (FA 35 05). Institutions or organizations and programs are accredited. The Board of Clinical Pastoral Education Accreditation (BCPE) determines accreditation of ACM-sponsored chaplain training programs.



ADVENTIST  
CHAPLAINCY

# CERTIFICATION

EQUIPPING COMPASSIONATE AND COMMITTED  
ADVENTIST CHAPLAINS IN WORLDWIDE MINISTRY

# PURPOSE

To certify endorsed Adventist pastors who are ministering as chaplains and counselors in specialized settings worldwide.

The Board of Adventist Chaplaincy Certification (BACC) offers the benefit of professional standing and recognition of competence as a Board-Certified Chaplain (BCC) of the Seventh-day Adventist Church with established worldwide standards that includes a code of ethics.

Certification by the BACC is listed in the Adventist Chaplaincy Institute (ACI) manual.

A Board-Certified Chaplain (BCC) is a fully endorsed Seventh-day Adventist chaplain who has demonstrated professional excellence as a chaplain, fulfilled all requirements, qualifications, and competencies, and has been recommended by the Adventist Chaplaincy Ministries Committee (ACM) of the applicant's home division to the Board of Chaplaincy Certification (BCC)..

## GENERAL STANDARDS FOR CERTIFICATION

1. An earned graduate theological degree, consisting of a minimum of 72 semester hours or 108 quarter hours of credit from an accredited seminary. The Board of Chaplaincy Certification (BCC) fully expects that this graduate theological training will be from a Seventh-day Adventist school. If alternatives are presented, they must be accompanied by a written statement documenting the reason for obtaining this training in a non-Adventist setting.
2. Documentation of 2,000 hours of chaplaincy employment
3. Current conference-issued ministerial credentials
4. Letter of support from the chaplain's home division
5. Letter of support from the president of the church organization that issues the chaplain's ministerial credentials
6. Letter of support from the chaplain's employer
7. Two additional recommendation letters
8. Autobiography
9. Competency essay
10. Interview by a committee appointed by ACI

# QUALIFICATIONS FOR BOARD CERTIFICATION

The candidate for certification must:

- QBC 1: Have completed a graduate theological degree from an accredited seminary or recognized by the Department of Education of the General Conference of Seventh-day Adventists as an accredited degree.
- QBC 2: Equivalencies for the undergraduate and/or graduate level theological degree will be granted by ACI according to established guidelines.
- QBC 3: Provide documentation showing completion of four (4) or more units of Clinical Pastoral Education (CPE) that are approved or accredited by Adventist Chaplaincy Ministries (ACM) from at least one of the following organizations in North America: Association for Clinical Pastoral Education (ACPE), the Canadian Association for Spiritual Care (CASC), *College of Pastoral Supervision and Psychotherapy* (CPSP), or any other nationally recognized Clinical Pastoral Education Program. In other world divisions, training from CPE programs recognized by the ACM Department of each division will be accepted. Equivalency for only one unit of CPE may be considered.

## COMPETENCIES

### SECTION I: PASTORAL CARE THEOLOGY

The candidate for certification will demonstrate the ability to:

- PCT 1: Articulate a theology of spiritual care that is integrated with a theory of pastoral practice, Seventh-day Adventist principles, and beliefs.
- PCT 2: Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of pastoral care to all faiths.
- PCT 3: Incorporate the spiritual and emotional dimensions of human development into the practice of pastoral care.
- PCT 4: Incorporate a working knowledge of ethics appropriate to the pastoral context.
- PCT 5: Articulate a conceptual understanding of group dynamics and organizational behavior.

### SECTION II: PROFESSIONAL IDENTITY AND CONDUCT

The candidate for certification will demonstrate the ability to:

- PIC 1: Function pastorally in a manner that respects the physical, emotional, relational, and spiritual boundaries of others.
- PIC 2: Use pastoral authority appropriately.
- PIC 3: Identify professional strengths and limitations in the provision of pastoral care.
- PIC 4: Articulate ways in which personal feelings, attitudes, values, and assumptions affect pastoral care.

PIC 5: Advocate for the person under their care.

PIC 6: Function within the Common Code of Ethics for Board-Certified (See Appendix A for full text of the Code.)

PIC 7: Attend to own physical, emotional, and spiritual well-being.

PIC 8: Communicate effectively orally and in writing.

PIC 9: Present himself/herself in a manner that reflects professional behavior, including appropriate professional attire and personal hygiene.

### SECTION III: PROFESSIONAL PASTORAL CARE

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The candidate for certification will demonstrate the ability to:

PPC 1: Establish, deepen, and maintain close pastoral relationships with sensitivity, openness, and respect.

PPC 2: Provide effective pastoral support that contributes to the well-being of clients, their families, and staff.

PPC 3: Provide pastoral care that respects the rights of others to choose their own beliefs and lifestyle, and does not discriminate due to diversity and differences, including, but not limited to, culture, gender, sexual orientation, and spiritual/religious practices.

PPC 4: Triage and manage crises in the practice of pastoral care

PPC 5: Provide pastoral care to persons experiencing loss and grief.

PPC 6: Formulate and utilize spiritual assessment tools in order to contribute to the pastoral/spiritual care plan.

PPC 7: Provide religious/spiritual resources appropriate to the care of clients, families, and staff.

PPC 8: Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs of the people being served.

PPC 9: Develop a personal theological reflection in the practice of pastoral care.

### SECTION IV: PROFESSIONAL PASTORAL LEADERSHIP

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The candidate for certification will demonstrate the ability to:

PPL 1: Promote the integration of pastoral/spiritual care into the life and service of the institution in which he/she resides.

PPL 2: Establish and maintain professional and interdisciplinary relationships.

PPL 3: Articulate an understanding of institutional culture and systems and systemic relationships.

PPL 4: Support, promote, and encourage ethical decision-making and care.

PPL 5: Document his/her own contribution of care effectively in the appropriate records.

PPL 6: Foster a collaborative relationship with community clergy and faith group leaders.



## SECTION V: REQUIREMENTS FOR THE MAINTENANCE OF CERTIFICATION:

In order to maintain status as a Board-Certified Chaplain, the chaplain must:

BCC 1: Participate in a peer review process every fifth year.

BCC 2: Document 40 hours of annual continuing education, including workshops, course work, and professional reading. Complementary activities such as personal counseling/therapy, programs in biblical spirituality, supervision, and formal peer review may be included as no more than 25 percent of the total hours.

BCC 3: Provide annual documentation current license/credential.

BCC 4: Adhere to the Code of Ethics for Board-Certified Chaplains.

BCC 5: Submit annual reports to the Adventist Chaplaincy Ministries Department of the home division/ union as required. Such reports will be reviewed, validated, and forwarded to the Adventist Chaplaincy Institute.



SEVENTH-DAY  
ADVENTIST

# CLINICAL PASTORAL EDUCATION (SDA-CPE)

EQUIPPING COMPASSIONATE AND COMMITTED  
ADVENTIST CHAPLAINS IN WORLDWIDE MINISTRY

# PREFACE

Seeing the need to establish worldwide standards for the training of Seventh-day Adventist chaplains, to foster the development of chaplaincy education programs, and to facilitate recognition of chaplaincy training around the world within Adventist institutions worldwide, the Adventist Chaplaincy Ministries-General Conference (ACM) committee has recommended that Adventist Chaplaincy Institute (ACI) develop standards for the Accreditation of Clinical Pastoral Education.

Clinical Pastoral Education (CPE) is a supervised method of training pastors in a clinical setting through real-life ministry encounters. In 1925, Richard C. Cabot wrote an article promoting the use of CPE. Anton T. Boisen enlarged the concept to include a case study method of theological inquiry—a study of “living human documents.” William S. Keller began supervising theological students in case study methods, believing pastoral practice was complete only as it addressed contributing social conditions. As the role of CPE continued to develop, other leaders integrated knowledge from medicine, psychology, and other behavioral sciences into pastoral practice. (See [www.ACPE.edu/WhoWeAreHistory.html](http://www.ACPE.edu/WhoWeAreHistory.html))

Seventh-day Adventist Clinical Pastoral Education (SDA-CPE) was established in 2013. Although many Seventh-day Adventist chaplains have been trained by and affiliated with other organizations in some countries, the Seventh-day Adventist Church leadership felt the need to provide a Seventh-day Adventist-based certification of Adventist chaplains. They were also impressed with the need to provide the accreditation of centers of training around the world where there are no other professional organizations, or as an alternative for those, that due to conscience and or personal choice, prefer a recognition from the church. This would provide church-wide standards for the equipping of Adventist pastors to become clinical chaplains in order to serve the church in all of our church institutions, i.e. health care, educational institutions, and work centers, etc. Adventist pastors who have trained in an SDA-CPE training center would also be qualified to serve the church as chaplains in public settings that utilize chaplains, i.e. police, military, fire and rescue, airports, sports, etc.

SDA-CPE offers international Adventist standards for accreditation – endorsement of CPE Centers that operate in Adventist institutions, and they in turn offer clinical training as:

1. Theological education
2. Training for pastoral ministry
3. Training for institutional chaplaincy
4. Training for pastoral care and counseling
5. Training which leads to certification as a supervisor of clinical pastoral education
6. Training for other specialized ministries

Adventist colleges, universities, and theological schools grant academic credit for Clinical Pastoral Education according to the credit system of each school.

# STANDARDS OF SEVENTH-DAY ADVENTIST CLINICAL PASTORAL EDUCATION (SDA-CPE)

## PART ONE – INTRODUCTION

### I. MISSION OF THE SEVENTH-DAY ADVENTIST CLINICAL PASTORAL EDUCATION (SDA-CPE)

The Adventist Chaplaincy Institute (ACI) is the accrediting and endorsing entity of the Adventist Chaplaincy Ministries Department-General Conference (ACM), which oversees the accreditation and or endorsing of Seventh-day Adventist Clinical Pastoral Educational Centers. It is committed to advancing experience-based theological education for Seventh-day Adventist ministers, and is open to diverse cultures, ethnic groups, and faith traditions. SDA-CPE establishes standards, certifies supervisors, and accredits or endorses centers to provide programs of Clinical Pastoral Education (CPE) in varied settings. ACI-approved programs promote the integration of theology, personal history, faith tradition, and the behavioral sciences in the practice of spiritual care. CPE centers that are already certified by an ACM-recognized accrediting agency will be eligible for an endorsement as an SDA-CPE Center.

### II. PHILOSOPHY FOR PROMULGATION OF STANDARDS

As a professional training program, ACI has the responsibility to the Adventist church to define standards of conduct for members and promulgate standards for education, certification, and accreditation in Clinical Pastoral Education. It also holds the responsibility of safeguarding the public and helping to assure quality education for, and competence of, practitioners.

These standards provide guidance and direction to SDA-CPE members as to what ACI has determined to be sound professional practice and in accordance with the teachings, cultural traditions, and beliefs of the Seventh-day Adventist Church. These standards are to be enforced through the peer processes duly adopted by SDA-CPE for that purpose. Neither the standards nor processes for accountability to them are designed to provide a basis for civil liability or judicatory processes in any other forum.

### III. OBJECTIVES AND OUTCOMES OF SDA-CPE ACCREDITED PROGRAMS

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. SDA-CPE accredits two types of Clinical Pastoral Education programs: CPE (Level I/Level II) and Supervisory CPE. SDA-CPE accredited programs provide a progressive learning experience through a two level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I/Level II) curriculum is prerequisite for admission to Supervisory CPE.

#### **Objectives of CPE (Level I / Level II)**

CPE (Level I / Level II) enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum.

CPE (Level I / Level II) objectives define the scope of the CPE (Level I/Level II) program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

The center designs its CPE (Level I/Level II) curriculum to facilitate the students' achievement of the following objectives.

## CODE OF PROFESSIONAL ETHICS FOR SDA-CPE MEMBERS

Maintenance of high standards of ethical conduct is a responsibility shared by all SDA-CPE members and students.

Members agree to adhere to a standard of conduct consistent with the code of ethics established by ACI. Members are required to sign the *Code of Ethics for Board-Certified Seventh-day Adventist Chaplains* and to promptly provide notice to ACI any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum.

Any member may invoke an ethics, accreditation, or certification review process when a member's conduct, inside or outside their professional work involves an alleged abuse of power or authority, involves an alleged felony, or is the subject of civil action or discipline in another forum when any of these impinge upon the ability of a member to function effectively and credibly as a CPE supervisor, chaplain, or spiritual care provider.

### PERSONAL STANDARD PES101 IN RELATIONSHIP TO THOSE SERVED, SDA-CPE MEMBERS

PES101.1 Affirm and respect the human dignity and individual worth of each person.

PES101.2 Do not discriminate against anyone because of race, gender, age, faith group, national origin, or disability.

PES101.3 Respect the integrity and welfare of those served or supervised, refraining from disparagement and avoiding emotional exploitation, sexual exploitation, or any other kind of exploitation.

PES101.4 Approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.

PES101.5 Respect confidentiality to the extent permitted by law, regulations, or other applicable rules.

PES101.6 Follow nationally established guidelines in the design of research involving human subjects, and gain approval from a recognized institutional review board before conducting such research.

### PERSONAL STANDARD PES102, IN RELATION TO OTHER GROUPS, SDA-CPE MEMBERS

PES102.1 Maintain good standing in the Seventh-day Adventist Church.

PES102.2 Abide by the professional practice and/or teaching standards of the country where they

reside and/or are employed. If, for any reason, they are not free to practice or teach according to conscience, they shall notify the employer and SDA-CPE through the Division or ACM director.

PES102.3 Maintain professional relationships with other persons in the SDA-CPE center, the institution in which employed, and in the community.

PES102.4 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization, or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

### PERSONAL STANDARD PES103, IN RELATION TO SDA-CPE, SDA-CPE MEMBERS

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PES103.1 Continue professional education and growth, including participation in the meetings and affairs of SDA-CPE.

PES103.2 Avoid using knowledge or position to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of SDA-CPE; or use affiliation with SDA-CPE for purposes that are not consistent with SDA-CPE standards.

PES103.3 Speak on behalf of SDA-CPE or represent the official position of SDA-CPE only as authorized by the ACI Administrative Council.

PES103.4 Do not make intentionally false, misleading, or incomplete statements about their work or ethical behavior.

### PERSONAL STANDARD PES104, IN COLLEGIAL RELATIONSHIPS, SDA-CPE MEMBERS

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PES104.1 Respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual, or any other kind of exploitation.

PES104.2 Take collegial and responsible action when concerns about incompetence, impairment, or misconduct arise.

### PERSONAL STANDARD PES105, IN CONDUCTING BUSINESS MATTERS, SDA-CPE MEMBERS

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PES105.1 Carry out administrative responsibilities in a timely and professional manner.

PES105.2 Implement sound fiscal practices, maintain accurate financial records, and protect the integrity of funds entrusted to their care.

PES105.3 Distinguish between private opinions and those of SDA-CPE, their faith group, or profession in all publicity, public announcements, or publications.

PES105.4 Accurately describe the SDA-CPE center, its pastoral services and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications advertising a center's programs shall include the type(s) and level(s) of education offered, the SDA-CPE center name, mailing address, telephone number, website address, and the center's affiliation with ACI.

PES105.5 Accurately describe program expectations, including time requirements, in the admissions process for CPE programs.

## COMPLAINTS, STANDARD COM201

COM201.1 SDA-CPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. If differences are not resolved, a complaint involving an alleged violation of the SDA-CPE ethical or educational standards may be filed with the ACI Administrative Council.

COM201.2 The ACI Administrative Council has final authority to determine whether violations of SDA-CPE ethical or professional standards have occurred, and to determine final disposition of complaints. The SDA-CPE Board may authorize the local ACM Committee to implement the procedures in collaboration with another organization.

COM201.3 The ACI Board has final authority to determine whether violations of SDA-CPE educational standards have occurred, and to determine final disposition of complaints.

## STANDARDS FOR SDA-CPE ADVENTIST CENTER ACCREDITATION (ACA)

Adventist Chaplaincy Institute (ACI) establishes procedures and guidelines for granting and maintaining the accreditation of an SDA-CPE center and its programs.

The ACI Administrative Council has authority to take action on all accreditation matters, including the recommendation to grant, defer, deny, suspend, or withdraw accreditation for any center, subject to the SDA-CPE appeal process. ACM will have the authority and will act upon the recommendation of the ACI Administrative Council.

### STANDARD ACA301, PLAN OF ACTION

ACA301.1 Describes the administrative structure and lines of authority within the center.

ACA301.2 Provides for compliance with SDA-CPE standards.

ACA301.3 Describes how commitments to students will be met in the event of substantial change within the institution or center.

ACA301.4 All SDA-CPE centers shall maintain compliance with SDA-CPE standards, reports, and procedures.

### STANDARD ACA302, HUMAN RESOURCES

Provide at least the following components:

ACA302.1 Financial, human, and physical resources sufficient to support the units of CPE offered by the center.

ACA302.2 A population that provides students with opportunities for ministry and CPE.

ACA302.3 A written agreement that specifies the relationship and operational details between the SDA-CPE center and any agency(ies) whenever a program uses elements and or services from any organization/agency(ies) external to itself.

## STANDARD ACA303, EDUCATIONAL RESOURCES

Provide at least the following components:

ACA303.1 A faculty of sufficient size to fulfill program goals comprised of persons authorized by SDA-CPE and led by a Seventh-day Adventist director and supervisor.

ACA303.2 An Associate CPE Supervisor or CPE Supervisor may be the supervisor for no more than 13 full-time equivalent (FTE) students in CPE.

ACA303.3 A Supervisory Candidate may be the supervisor for no more than six (6) CPE students.

ACA303.4 In supervisory education, a center's faculty should include at least one CPE Supervisor for every four (4) FTE Supervisory Education Students or Supervisory Candidates.

ACA303.5 A faculty development plan.

ACA303.6 Interdisciplinary consultation and teaching within the program(s) provided by adjunct faculty and/or guest lecturers.

ACA303.7 Individual and group supervision by a person authorized by SDA-CPE.

ACA303.8 A peer group of at least three CPE students engaged in a small group process and committed to fulfilling the requirements of the educational program.

ACA303.9 Access to library and educational facilities adequate to meet the SDA-CPE standards.

ACA303.10 Access to current SDA-CPE standards, ACM Division and GC Working Policies, ACI Manuals, ACM SOP, and all pertinent accreditation manuals.

ACA303.11 Student support services including, but not limited to, orientation, a process for educational guidance, and recommendations for counseling resources, resumé preparation, and employment search.

## STANDARD ACA304, POLICIES AND PROCEDURES

Provide all policies and procedures in writing and inform all students and SDA-CPE program staff of their content. These include, but are not limited to:

ACA304.1 An admission policy that clearly states the SDA-CPE accredited center does not discriminate against persons because of race, gender, age, faith group, national origin, sex, or disability.

ACA304.2 A financial policy that clearly states fees, payment schedules, refunds, stipends, and benefits.

ACA304.3 A complaint procedure consistent with SDA-CPE standards and which addresses an alleged violation of the SDA-CPE ethics standards.

ACA304.4 A procedure for maintaining student records for ten years, which addresses confidentiality, access, content, and custody of student's records should the center be without a supervisor and/or accreditation.



ACA304.5 A procedure for providing consultation for CPE students.

ACA304.6 A procedure for discipline, dismissal, and withdrawal of students.

ACA304.7 A policy for ethical conduct of students and program staff consistent with the SDA-CPE Code of Ethics.

ACA304.8 A statement of student rights and responsibilities.

ACA304.9 An agreement for training at the ministry site that includes, but is not limited to: authorization to visit patients, parishioners, or clients; access to appropriate clinical records and informed consent with regard to use of student materials; agreement by the student to abide by center policies protecting confidentiality and rights of clients/patients/parishioners.

ACA304.10 A policy and procedure that details how the accredited center will provide for completion of a unit or program in process if the supervisor is unable to continue.

ACA304.11 Supervision and program management by a person authorized by SDA-CPE.

## STANDARD ACA305, PROGRAM EVALUATION

Have consultation and program evaluation, including:

ACA305.1 An ongoing process of consultation with a designated professional advisory group.

ACA305.2 Ongoing program evaluation sufficient to promote continuous quality and improvement of the educational program(s) including: course content and materials; success with respect to student achievement, including course completion, certification rate, and job placement; educational methods and supervisory relationships; student-to-supervisor ratio; appropriate level of challenge in individual learning contracts; assessment of students' use of CPE.

ACA305.3 An accurate description of the center, its pastoral services, and educational programs.

All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication and reflect the Adventist heritage and affiliation of the SDA-CPE Center. Publications that advertise a center's programs shall include the type(s) and level(s) of education offered, and the SDA-CPE center, mailing address, telephone number, and website address, and the center's affiliation with ACI.

## STANDARD ACA306, ADMISSION OF STUDENTS

An applicant's suitability for admission to any CPE program is a matter of professional judgment by the SDA-CPE accredited center in accordance with its admission policies. Requirements for admission to CPE programs include, but are not limited to:

ACA306.1 A completed SDA-CPE application.

ACA306.2 An admission interview with a qualified interviewer, for persons applying for an initial unit of CPE, to determine readiness for clinical training.

ACA306.3 College degree in theological training, education, or equivalency. Eligible to receive ministerial credentials to function in ministry by a mission, conference, union, division, and or the General Conference.

ACA306.4 Fulfillment of education or experience requirements established by ACI.

ACA306.5 Acceptance by an SDA-CPE center accredited for appropriate program type.

ACA306.6 Additional requirements for admission to Supervisory CPE include, but are not limited to:

ACA306.6.1 Previous ministry experience in which the applicant demonstrated ability to function pastorally.

ACA306.6.2 Completion of at least four units of CPE.

ACA306.6.3 Successfully meeting CPE outcomes as documented in the supervisor's evaluation or assessed in the readiness consultation.

ACA306.6.4 Demonstrated familiarity with the SDA-CPE Standards and Code of Ethics.

ACA306.6.5 Consultation for readiness for the student and supervisor as specified in the SDA-CPE.

ACA306.6 Current ecclesiastical endorsement.

## STANDARD ACA308, GENERAL STANDARDS

The Program standards include:

ACA308.1 A specific time period for a program unit of clinical pastoral education or a half unit of CPE.

A unit of CPE is at least 400 hours, combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry.

A half unit of CPE is at least 240 hours, combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry.

ACA308.2 Supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.

ACA308.3 Supervision and program management by a person authorized by SDA-CPE.

ACA308.4 An individual contract for learning developed collaboratively by the student and supervisor.

ACA308.5 A relational learning environment that fosters growth in pastoral formation, pastoral reflection, and pastoral competence. Such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

ACA308.6 An instructional plan that employs a process model of education and clinical method of learning including:

ACA308.6.1 Delineation and use of students' goals.

ACA308.6.2 Core curriculum appropriate to the CPE setting.

ACA308.6.3 Clearly written syllabus.

ACA308.6.4 Evidence of congruence between program goals and the mission of the institution.

ACA308.6.5 Program evaluation by the students.

ACA308.7 Presentation and use of literature and instruction appropriate to the student's learning goals and needs.

ACA308.8 Final evaluations written by the student and supervisor.

ACA308.8.1 The supervisor's evaluation will be available to the student within 45 calendar days of the completion of the unit. To extend this deadline in rare, unusual circumstances, the supervisor may negotiate with the student and receive approval from the Division ACM Director to extend this deadline. The supervisor's evaluation will document this process, and such extensions must be reported on the next annual report.

ACA308.8.2 Supervisor's assessment will reflect professional judgment about student's work, abilities, strengths, and weaknesses.

ACA308.8.3 Supervisor certifies completion of a unit or half unit of CPE (Level I/II) or Supervisory CPE.

ACA308.8.4 Student may attach a written response to the supervisor's evaluation, which then becomes part of the student's record.

ACA308.9 Additional program standards for Supervisory CPE include, but are not limited to:

ACA308.9.1 A specific time period for a program unit of supervisory CPE or a half unit of supervisory CPE.

A unit of Supervisory CPE consists of a clinical supervisory practicum of at least 400 hours, which includes no less than 100 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

A half-unit of Supervisory CPE consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

ACA308.9.2 Supervisory CPE programs will demonstrate how a Supervisory Education Student advances from observing the supervision of CPE, to supervising defined program activities, to supervising CPE programs under supervision as a Supervisory Candidate. The curriculum will include supervision of the student's work, active participation in a supervisory student peer group, and individual or independent study related to the curriculum.

ACA308.9.3 The curriculum of a specific unit may include program planning, professional reading, theory writing, and active participation in a consortium or in regionally sponsored educational events.

ACA308.9.4 An educational plan that enables a supervisory student to complete a minimum of one and a maximum of four units of Supervisory CPE in one year, and which describes a two to three-year curriculum plan for a student in full-time Supervisory CPE.

ACA308.9.5 A supervisory education curriculum will address the theoretical underpinnings of Adventist clinical pastoral supervision. A bibliography and resource guide will be provided that is sufficient to acquaint the supervisory student with:

- a. History of CPE, to include the history of CPE in Seventh-day Adventist institutional settings
- b. Seventh-day Adventist theology

- c. Adventist history and heritage
- d. Educational theory
- e. Behavioral sciences
- f. Multicultural theory
- g. Management/administration of educational programs
- h. Group theory
- i. Supervisory theory
- j. Personal and professional ethics

ACA308.9.6 A relational learning environment that fosters growth in competence as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, and CPE program design and implementation.

ACA308.S10 Over a ten-year accreditation period, 75 percent of students entering units of CPE, or Supervisory CPE, receive credit for those units.

## STANDARD ACA309, BASIC CLINICAL PASTORAL CARE UNIT

Basic unit Pastoral Formation and Competence outcomes

ACA309.1 To develop students' awareness of themselves as pastors, and of the ways their ministry affects others.

ACA309.2 To develop students' awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

ACA309.3 To develop students' ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.

ACA309.4 To develop students' awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others, and how to effectively address these issues through their ministry.

ACA309.5 To develop students' skills in providing intensive and extensive pastoral care and counseling to persons.

ACA309.6 To develop students' ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

ACA309.7 To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multi-disciplinary team.

ACA309.8 To develop students' capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

ACA309.9 To develop students' understanding and ability to apply the clinical method of learning.

ACA309.10 To develop students' abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's own ministry.

## STANDARD ACA310, LEVEL I, II

Where a pastoral care specialty is offered, the CPE center designs its CPE Level I and II curriculum to facilitate the students' achievement of the following additional objectives:

ACA310.1 To provide students with opportunities to become familiar with, and apply relevant theories and methodologies to their ministry specialty.

ACA310.2 To provide students with opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

ACA310.3 To provide students with opportunities to demonstrate pastoral competence in the practice of their specialty.

## OUTCOMES OF CPE LEVEL I

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence, and pastoral reflection through one or more program units. Satisfactory achievement of Level I outcomes must be documented in the supervisor's evaluation(s).

At the conclusion of CPE Level I, students are able to:

## PASTORAL FORMATION

ACA311.1 Articulate the central themes of their religious heritage and the theological understanding that informs their ministry.

ACA311.2 Identify and discuss major life events, relationships, and cultural contexts that influence personal identity as expressed in pastoral functioning.

ACA311.3 Initiate peer group and supervisory consultation, and receive critique about one's ministry practice.

## PASTORAL COMPETENCE

ACA311.4 Risk offering appropriate and timely critique.

ACA311.5 Recognize relational dynamics within group contexts.

ACA311.6 Demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice.

ACA311.7 Initiate helping relationships within and across diverse populations.

## PASTORAL REFLECTION

ACA311.8 Use the clinical methods of learning to achieve their educational goals.

ACA311.9 Formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

## OUTCOMES OF CPE LEVEL II

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence, and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. Level II curriculum involves at least two or more units of CPE.

The supervisor determines whether the student has completed Level II outcomes based on the student's competence. The supervisor must document completion of Level II outcomes in the student's final evaluation.

At the conclusion of CPE Level II students are able to:

## PASTORAL FORMATION

ACA312.1 Articulate an understanding of the pastoral role that is congruent with their personal and cultural values, basic assumptions, and personhood.

## PASTORAL COMPETENCE

ACA312.2 Provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice issues without imposing their own perspectives.

ACA312.3 Demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

ACA312.4 Assess the strengths and needs of those served, grounded in theology, and using an understanding of the behavioral sciences.

ACA312.5 Manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate, professional communication.

ACA312.6 Demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries.

## PASTORAL REFLECTION

ACA312.7 Establish collaboration and dialogue with peers, authorities, and other professionals.

ACA312.8 Demonstrate awareness of the Common Standards for Professional Chaplaincy in chaplain's country of employment.

ACA312.9. Demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

## OBJECTIVES OF SUPERVISORY CPE

Through Supervisory CPE, qualified persons who have demonstrated pastoral, professional, and clinical competence will develop competence in the art, theory, and practice of supervision of Clinical Pastoral Education (CPE).

The objectives of Supervisory CPE define the scope of the Supervisory CPE program curriculum. Outcomes define the competencies that result from a supervisory student's participation in Supervisory CPE programs.

### STANDARD ACA313, SUPERVISORY CPE CURRICULUM

The Supervisory CPE center designs its Supervisory CPE curriculum to facilitate achievement of the following objectives:

ACA313.1 To develop supervisory students' knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.

ACA313.2 To provide students practice in the supervision of CPE under the supervision of a CPE Supervisor.

ACA313.3 To facilitate students' integration of the theory and practice of CPE supervision in their identity as a person, pastor, and educator.

### STANDARD ACA315, CPE, SUPERVISORY TRAINING

Outcomes achieved by Supervisory CPE students accrue in six areas of competency derived from the Supervisory CPE objectives. A successful candidate for certification as CPE Associate Supervisor demonstrates the following:

Competence as a pastoral supervisor:

ACA315.1 Maintains personal integrity and a deepening pastoral identity.

ACA315.2 Demonstrates emotional and spiritual maturity.

ACA315.3 Forms meaningful pastoral relationships.

ACA315.4 Self-supervises own on-going pastoral practice.

ACA315.5 Refines one's professional identity as a clinical pastoral educator.

ACA315.6 Demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

### ACA316, THEORY OF SUPERVISION

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Competence in the theories of supervision:

ACA316.1 Articulates understanding of, and methodology for, clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.

ACA316.2 Articulates and implements a philosophy of CPE, based on an educational model integrating the theory and practice of CPE, which is based on, and congruent with, one's theology.

ACA316.3 Articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on, and congruent with, one's theology.

### ACA317, PRACTICE OF SUPERVISION

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Competence in the practice of CPE supervision including:

ACA317.1 Individual supervision.

ACA317.1.1 Assesses an individual student's learning patterns, personality, religious history, and cultural values as a basis for supervisory strategies.

ACA317.1.2 Supervises student's pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist student's movement toward pastoral identity.

ACA317.1.3 Defines and evaluates student's pastoral and personal resources, and uses supervisory strategies and interventions to facilitate student's learning and development in pastoral care.

ACA317.1.4 Assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.

ACA317.1.5 Uses one's personality and personal, religious, and cultural history as a teaching resource in shaping a personal supervisory style.

ACA317.2 Group CPE supervision.

ACA317.2.1 Facilitates development of group interpersonal interaction.

ACA317.2.2 Enables students to use their responses to the program as a learning experience.

### ACA318, PROGRAM DESIGN

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Competence in CPE program design and implementation:

ACA318.1 Develops and organizes programs of CPE based on program educational principles appropriate to experiential learning.



ACA318.2 Manages CPE programs effectively.

ACA318.3 Develops a variety of CPE program resources.

ACA318.4 Uses diverse clinical educational methods.

ACA318.5 Works with the theological implications of the ministry context.

ACA318.6 Understands and applies professional organizational ethics as they relate to CPE and pastoral practice.

ACA318.7 Uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education.

ACA318.8 Advocates for students based on awareness of how a person's social locations, systems, and structures, affect one's ministry, learning, and the educational context.

ACA318.9 Considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.

## STANDARD ACA319, COMPETENCE IN PASTORAL EDUCATION

ACA319.1 Integrates educational theory, knowledge of behavioral science, professional and organizational ethics, theology, and pastoral identity into supervisory function.

ACA319.2 Demonstrates awareness of the cultural contexts of diverse student groups and clinical populations that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.

## STANDARD ACA320, APPEAL OF ADVERSE ACCREDITATION DECISIONS

Informal discussion and consultation are available when adverse accreditation decisions are rendered. Applicants seeking accreditation have a right to request a review of an adverse decision and a right to an orderly presentation of views when a decision is appealed.

ACA320.1 The procedures for filing an appeal, designed to ensure the right of due process.

ACA320.2 An appeal must be based on the grounds that such a decision was arbitrary, capricious, or otherwise in violation of SDA-CPE standards, or not supported by substantial evidence in the record on which the adverse decision was based.

## CERTIFICATION OF CPE SUPERVISORS

Certification of CPE supervisors by SDA-CPE is granted by ACI. ACI establishes procedures and guidelines for granting and maintaining certification of CPE Supervisors.

ACI has authority to take action on all certification matters, including: granting, denying, or continuing certification; defining and implementing procedures by which certification may be withdrawn; and determining the limits and conditions under which a person in training may practice supervision. All decisions are subject to the SDA-CPE appeal process.

Entry into the formal supervisory certification process requires successful completion of at least four units of CPE (Level I/Level II) and demonstration of having met CPE (Level I/Level II) outcomes.

Individuals are progressively authorized to conduct clinical supervision through levels of certification from Supervisory Candidate, to Associate Supervisor, to SDA-CPE Supervisor. Supervisor-in-Training (SIT) are accepted into programs of Supervisory CPE in preparation for certification as a Supervisory Candidate.

## STANDARD ACA401, SUPERVISORY EDUCATION PRACTICE

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Supervisory education involves the practice of supervision within limits set by the center's supervisory education program and the requirements of certification in SDA-CPE. Supervisory education practicum requirements apply to students enrolled in Supervisory CPE at both pre-candidate and candidate levels.

ACA401.1 A Supervisory Education Student's practice of supervision is limited to those activities as described in the center's supervisory education program curriculum. Supervisory CPE programs will demonstrate how Supervisory Education Students advance from observing the supervision of CPE, to supervising defined program activities under direct observation by an SDA-CPE authorized certified supervisor.

ACA401.2 Supervisory Education Students may observe supervision and begin assisting with limited elements of a CPE (Level I/Level II) program based on their development. Prior to certification as Candidate, Supervisory Education Students may not serve as a CPE (Level I/Level II) student's supervisor.

ACA401.3 The supervisory education practicum for Candidates will involve the development and conduct of programs of CPE (Level I / Level II) under supervision.

## STANDARD ACA402, PRE-CERTIFICATION

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Preparation for Candidacy. Formal requirements include:

ACA402.1 Current ACM endorsement.

ACA402.2 Satisfactory completion of four units of CPE (Level I/Level II) (Standard 400).

ACA402.3 Acceptance into an SDA-CPE accredited program of Supervisory CPE.

ACA402.4 Pre-certification consultation addressing the student's readiness to enter Supervisory CPE, plans for the educational program, and theological foundation for providing pastoral care. This consultation should occur either before or within six months of being accepted into an SDA-CPE accredited program of Supervisory CPE.

ACA402.5 Supervisor responsible for Supervisory CPE must be a certified SDA-CPE Supervisor.

# CERTIFICATION OF CPE SUPERVISORY CANDIDATE

## STANDARD ACA403, TRAINING OF SUPERVISORY CANDIDATE

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Formal requirements include:

ACA403.1 SDA-CPE Supervisory Candidate Endorsement

ACA403.2 College graduation

ACA403.3 Graduate theological degree or its equivalent

ACA403.4 Ordination or equivalent, only by a church organization authorizing the person to function as a minister

ACA403.5 ACM endorsement

ACA403.6 Pastoral experience

ACA403.7 Completion of at least one unit of Supervisory CPE as a Supervisory Education Student

## STANDARD ACA404, SUPERVISOR CANDIDATE PERSONAL IDENTITY

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Pastoral competence demonstrates:

ACA404.1 Personal integrity and pastoral identity

ACA404.2 Emotional and spiritual maturity

ACA404.3 Ability to form meaningful pastoral relationships

## STANDARD ACA405, SUPERVISORY CANDIDATE CONCEPTUAL COMPETENCY:

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ACA405.1 Is familiar with a diverse conceptual framework in pastoral theology and the behavioral and social sciences as they relate to pastoral functioning.

ACA405.2 Integrates knowledge, skill, theory, and practice to the end that one functions creatively, flexibly, and imaginatively in pastoral ministry.

## STANDARD ACA406, CERTIFICATION OF CPE SUPERVISORY CANDIDATE

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ACA406.1 Demonstrates an understanding of CPE supervision that is congruent with SDA-CPE standards and Adventist philosophy.

ACA406.2 Integrates personal and professional strengths and weaknesses, and understands how these factors influence supervision.

# CERTIFICATION OF CPE SUPERVISOR

## STANDARD ACA410, CERTIFICATION AS SDA-CPE SUPERVISOR

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Formal requirements:

ACA410.1 Certification as Associate Supervisor.

ACA410.2 SDA-CPE Affiliation.

ACA410.3 Having conducted at least two independent units of CPE following certification as Associate Supervisor.

## STANDARD ACA411, SUPERVISOR PROFESSIONAL COMPETENCE

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ACA411.1 Supervisory competence and conceptual competence as defined in Standards 408-409

ACA411.2 Autonomy in CPE supervision that is both responsible and collegial

ACA411.3 Continues to demonstrate pastoral competence as defined in Standard ACA404

## STANDARD ACA412, CONTINUATION OF SUPERVISORY STATUS

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Continuation of Supervisory Status is contingent upon:

ACA412.1 Adhering to the SDA-CPE Code of Professional Ethics.

ACA412.2 Demonstrating spiritual and educational growth.

ACA412.3 Maintaining ordination, commission, current church credentials and/or license to function in ministry by an appropriate Seventh-day Adventist competent authority.

ACA412.4 Maintaining SDA endorsement.

ACA412.5 Participating in peer review at least every five years in accordance with regional procedures.

ACA412.6 Maintaining board certification.

ACA412.7 Continues to demonstrate pastoral competence as defined in Standard ACA404

# RECIPROCITY FOR CPE SUPERVISOR STATUS

Organizations with which reciprocity exists are published in the ACM Standard Operating Procedures (SOP). Please contact ACI for reciprocity inquiries at [acm@gc.adventist.org](mailto:acm@gc.adventist.org).

## STANDARD ACA413, APPEAL OF CERTIFICATION DECISIONS

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Applicants seeking certification have a right to request a review of a negative decision and a right to an orderly presentation of views when a decision is appealed. Members of sub-committees rendering a

negative certification decision are prohibited from discussing the dynamics of the review process with the applicant or anyone outside the committee until the time for filing an appeal has passed.

ACA413.1 The procedures for filing an appeal, designed to ensure the right of fair process as defined by SDA-CPE.

ACA413.2 An appeal must be based on the grounds that such a decision was:

Arbitrary, capricious, or otherwise in violation of SDA-CPE or not supported by substantial evidence in the record on which the negative decision was based.

SEVENTH-DAY  
ADVENTIST

# CLINICAL PASTORAL EDUCATION (SDA-CPE) CURRICULUM

EQUIPPING COMPASSIONATE AND COMMITTED  
ADVENTIST CHAPLAINS IN WORLDWIDE MINISTRY



# PHILOSOPHY OF SDA-CPE

Seventh-day Adventist Clinical Pastoral Education (SDA-CPE) believes that adults learn best when self-motivated and provided with appropriate setting and resources. SDA-CPE should be a methodology of experiential learning based on the action-reflection model. The purpose of this is to enable persons for ministry and to help equip them via theological education and continuing education. The acquisition of skills in pastoral care is important. However, the most important of all is the process of personal and professional self-awareness and growth in one's ministry.

## SDA-CPE MODEL CURRICULUM

Through the integration of pastoral care with the human sciences, SDA-CPE enables theological reflection on the human condition in various settings around the world so that clearer avenues of ministry and spiritual care can be rendered. The program is designed to encourage and nurture one's professional and personal growth and develop pastoral care skills. SDA-CPE also integrates the behavioral and theological education for the spiritual care providers' use in their pastoral experiences and ministry to persons in their physical, emotional, spiritual, and social needs.

**A Key Aspect of Our Mission** at Adventist Chaplaincy Institute (ACI) is to offer professional clinical training to chaplains to provide whole person care to those who seek healing and to enhance the quality of life in the institutions where Adventist chaplains serve. Our commitment is to be recognized as one of the best Clinical Pastoral Education training programs by providing optimum quality of pastoral care certification to Adventist chaplains.

**Our core values** in the SDA-CPE training program are:

**Compassion, Integrity, Respect, and Excellence.**

## OUR STRATEGIES ARE:

- To serve the Seventh-day Adventist Church worldwide through Clinical Pastoral Education.
- To enhance the satisfaction of those we serve, cost effectiveness, and community wellness in institutions where Adventist chaplains serve.
- To care for the needs of caregivers.
- To provide educational (all levels of SDA-CPE) and ministerial opportunities to hospital staff, local clergy, and seminarians.
- To foster professional and ministerial relationships within the Seventh-day Adventist Church, and with other faith communities, seminaries, and colleges.
- To journey with the trained and qualified individual towards chaplain certification.
- To reach out and educate Seventh-day Adventist pastors.

## SEVENTH-DAY ADVENTIST CLINICAL PASTORAL EDUCATION (SDA-CPE)

Clinical Pastoral Education is a method of theological education where chaplain-interns develop pastoral competency within the context of responsible relationships with people under the direct supervision of qualified chaplain instructors. The SDA-CPE program is centered within the context of total person care with dignity and compassion. Persons to whom we minister are “living human documents” from which learning transpires.

The program at the training center offers unique learning opportunities. It focuses on knowing, belonging, being, and doing ministry with built-in evaluation skills. The major contributions to the learners are in the development of self-evaluation skills that can be applied to personal and professional growth.

The SDA-CPE program is viewed as an educational process in which the chaplains in training and supervisory education students create their own learning objectives. The many relationships (which include patients, their families, hospital staff, peers, and supervisor) provide the crucible where the didactic, clinical, and interpersonal experiences are mixed together for both intensive and extended programs.

Therefore, the SDA-CPE process is an “action-reflection” model. It is experientially based, helping the intern to discover what he/she has learned, how the learning has taken place, and to what extent it can be helpful to the intern and others. Key elements to this process are observation, communication, networking, and modeling. The intern is encouraged to develop the skills of observation as an initial step and to reflect upon what has been observed in order to create his/her own style of ministering congruent with one’s personality, objectives, and desires. The potential for learning and teachable moments arise out of patient, family, or staff encounters, which involves oneself in ministering to the person in need.

Written assignments are excellent learning tools. These include assignments such as the verbatim, first impression paper, autobiography, learning contract, peer history, book report, theological reflections, pastoral and personal identity paper, and specific notes on critical incidents. Once completed, these assignments are evaluated, accepted as is, or returned for improvement.

All levels of the SDA-CPE program under the supervision of certified SDA-CPE supervisors/instructors require 400+ hours of training in each unit. The typical day includes activities such as devotions and prayer, patient and staff ministry, reports, group and interpersonal session, and verbatim sessions. Schedules are established by the SDA-CPE supervisor.

The process during the program follows five phases:

(a) Orientation (b) Assessment (c) Program (d) Evaluation (e) Termination.

A. Orientation Phase: During the first week, the intern learns about the hospital, staff, and generally gets acquainted with the place of ministry. In addition, he/she is oriented to the expectation and guidelines of the SDA-CPE program and evaluation process. The intern also receives computer training for reporting and is involved in individual supervisory sessions, group seminars, and group dynamic sessions.

B. The Assessment Phase: During the assessment phase, the intern determines the needs of the patient



care units to be covered and then makes an assessment of his/her ability and skill to meet the needs. This involves understanding what pastoral needs are present and how they might best be addressed. This period takes a couple of weeks and may involve specific objectives, and a written contract between the intern and the supervisor.

- C. The Program Phase: During this period, interns are encouraged to initiate and develop their program for ministry. This may involve using resources that have been discovered during orientation or the assessment phase. Reliance on self, peers, and the supervisor is encouraged.
- D. Evaluation Phase: This phase begins at the six-week evaluation report, and continues through the last two weeks. All the work and learning is evaluated in perspective of the total SDA-CPE experience.
- E. Termination Phase: Appropriate farewells to patients, staff, peers, and the supervisors may culminate in a grieving process during this phase.

## LECTURES (DIDACTICS) AND DISCUSSIONS:

The lectures and discussions allow for a progression of material from the specific issues and concerns raised by the interns to the broader issues of pastoral care. Lectures present material about ministry to specific people, and specific illnesses, to broader issues of sexuality, race, gender, and spirituality.

A number of sessions deal with areas in psychology and pastoral care. Several lectures will be dedicated to personality development, theories of learning, and the psychology of religion.

The intern is encouraged to learn as much as he/she can in the SDA-CPE program. On the first day, the interns of all levels of the SDA-CPE program, including supervisory education students, write a statement of objectives and a learning contract. These are used as guideposts. These individual objectives are reviewed, assessed, and restated as the program progresses. Each student takes on as much responsibility as is appropriate, while his or her work is reviewed during the weekly supervisory sessions. Each intern is encouraged to set his/her own pace and work with ongoing support and feedback from their peers and supervisors. Individuality, cooperation, and teamwork are integral parts of the total learning experience.

The use of learning objectives and available resources is very consistent with the present direction of theological education, and show how this program is relevant for professional education. Interns will see that all experiences are valuable. This includes those that seem to be failures. When the intern recognizes these as resources of learning, realistic, practical, and insightful understanding about pastoral care can evolve.

The hope is that insights gained in this learning setting will be helpful in continuing and supporting effective pastoral care in the future, regardless of the setting in which the chaplain will eventually minister. The development of an attitude of commitment to learning is a key outcome of this type of professional education. The development of a practical theology, including the application of the student's spiritual and religious resources, will evolve throughout the process of supervised learning and heritage.

During the process of group seminars and dynamics, issues such as the following are covered: Impression and expectations of the SDA-CPE program, individual objectives for the program, the call to ministry, personal and peer history, parental and family figures, ministry to patients, special issues

(such as grief, fear, anxiety, death, etc.), pastoral and professional identity, interpersonal relationships, plans for the future, and so on. The learning process is punctuated by mid-term evaluations and contracts for learning personal, peer life history, personal history, revision of learning contracts, and concludes with the final evaluation before moving on.

## LEARNING OPPORTUNITIES RELATE TO THE SDA-CPE OBJECTIVES

### A. THE PASTOR AND HIS/HER MINISTRY:

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Since the intern is “the chaplain-in-training” or “Supervisory Education Student” on the patient floor, one becomes more aware of how one feels with that title, and how people relate to a pastor. The intern discovers what issues the patient might raise when they hear the title “chaplain.” The patient more readily raises issues of religious faith, feelings about the church, about God, about eternal life, pain, and suffering.

On the contrary, a patient or staff may be angry with the church, with a former pastor, or with God. One learns how important one’s ministry is, and that one can often be ministered to, as well as ministering to others. The intern learns different images of a pastor, such as the roles of preaching, teaching, healing, and counseling.

### B. CLINICAL METHOD OF LEARNING:

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The intern ministers at the “bedside” of the patient and learns to face “real” issues, often having to overcome unknown and unresolved issues in the student’s own dynamics.

The intern develops skills in speaking, praying, listening, appropriate touching, and responding with the patient about varied issues that lead to understanding oneself better. This, in turn, leads to a relevant approach to every patient. With this method, the intern discovers the values and importance of writing down, verbally reporting, and seeking feedback and then being able to choose the best way of relating.

### C. THE VALUE OF A PEER GROUP:

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The intern learns to utilize peers for support, confrontation, and clarification in a way that will assist one to integrate personal attributes into pastoral functioning. From the very first day in the peer group, interns begin the process of sharing, trusting, and acceptance, upon which all future sharing and learning will be built. In the group seminars, the student will look at verbatims seeking to share completely their weaknesses and strengths, and to become open to one another for options and advice.

In the group dynamics, the examination of one’s relationship to parents, siblings, and others, along with issues that impact relationships such as sexuality, will encourage the intern to better understand him/herself. This encourages others to share their own experiences, thus leading to growth. True care and concern encourages peers to tell how they really feel about one another, showing where changes will benefit the person, or where one doesn’t need to change. As the student feels worthy and loved, then he/she begins to show love to others as well.

Through role-playing one can observe how one would probably act in a similar situation, and can often “bring out” hidden feelings towards people. Once out in the open, integration can take place.

The immediate feedback that is given will reinforce and strengthen the persona as an individual and as a pastor, or will confront part of one’s personality that needs to be dealt with. This also aids in enhancing the person’s ability to relate to others.

#### D. SUPERVISION AND EVALUATION:

The intern will learn to use individual supervision for the person, professional growth, and for developing the capacity to evaluate one’s ministry. The individual session is at least one hour a week, during which a significant, meaningful, and caring relationship is usually developed. There is the opportunity, once trust is built, to clarify any question or confusion, and receive guidance in a meaningful and productive direction.

Respect and trust of the supervisor often leads to the sharing or a confession of an inner secret or pain, which once shared and seen in a better perspective, leads to the healing process.

Through this supervision, an individual contract for learning is developed, with specific objectives and objectives put forward. These serve as guideposts as each objective is accomplished and recognized. The objective of the supervisor gives an additional yardstick against which the intern can evaluate his/her skills and performance as a pastor in a clinical setting. This is equally true for all levels of SDA-CPE interns.

The intern writes up each supervisory session, and shares it with the supervisor. This is an opportunity for the supervisor to see if what was said was really heard. This is very important since the relationship is often reflected in the way the intern relates to the patients. One looks at the “problem about learning” that occurs between the student and supervisor, and also at the learning problem which occurs between the student and the patient.

#### E. THEOLOGY AND BEHAVIORAL SCIENCES:

The intern learns to increase theological understanding of issues arising from experience and to enhance the interface between theology and behavioral sciences in understanding the human conditions.

The intern learns to:

1. Hear when a patient raises issues of God in their life, and is able to respond appropriately.
2. Become familiar with the Scriptures, the use of prayer in his/her own life, and be aware of one’s own spiritual journey.
3. Only then can an intern really share oneself, and thus be able to listen to the patient’s deeper concern. The intern needs to grapple with personal feelings about suffering, eternal life, hope, incarnation, and ministry of caring and the concept of God, Jesus, and the Holy Spirit.

#### F. ATTITUDES, VALUES, AND ASSUMPTIONS:

The intern learns how one’s attitudes, values, and assumptions affect one’s ministry. The intern must be

“in touch” with their own feelings. Feelings of “better than another,” of being angry, of being depressed, of being judgmental, and of projecting these feelings onto the patient can get in the way of ministry and need to be addressed. The intern must be aware of “down” feelings and be able to label them, as well as allowing the patient to express their feelings, without “jumping to a conclusion or judgment” too quickly. The ability to listen to what someone is really saying is a primary first step in relating to that person. The intern must also be open and willing to learn and relate fully. This means change, and to change is to risk.

## METHODOLOGY

At the successful completion of the training program (four (4) units minimum), interns will receive a certificate of completion, and for Supervisor-in-Training (SIT) training (two (2) units of supervisory minimum), a certificate of completion of SDA-CPE Supervisory training. The structure of the program, including the SIT program, requires 400 hours of supervised ministry; this constitutes one unit or one quarter of SDA-CPE. Two units of SDA-CPE, a total of 800 hours of supervised ministry beyond the first four (4) units of SDA-CPE are required to appear before the ACM Supervisory Level Committee. The certification interview might be held in person or via videoconference.

The programs function out of the action-reflection model of learning, with its primary purpose on learning issues for the interns, so they may look closely at their own personal and professional functioning in a variety of settings. A students’ handbook will be provided to each intern as their learning guide.

There are two major types of methods. One is individual and the other is through the group process.

### A. THE INDIVIDUAL METHOD:

The intern learns through methods that are determined by one’s readiness for learning, interest, motivation, and the level at which one is functioning. The primary time to learn is between the intern and the patient. For the SIT, it occurs between him/her and his/her supervisor, and then in the one-on-one supervisory setting, during which pastoral experience is discussed and examined. Objectives which are determined during the first week are chosen and planned. The primary way of learning is to write out what one thinks and feels. Examples of written reports include verbatim reports, book reports, personal life history, peer study, critical incident reports, summary reports, theological reflection reports, summary reports of supervisory sessions, and evaluation reports.

**The verbatim reports** number five to seven pages in length and provide clinical material to be used for personal reflection, as well as during group seminar sessions. They are the primary tools used in examining the ability of the intern to plan, listen, observe, and respond in a ministry to sociological, psychological, or theological areas. The intern also analyzes one’s own plans for the next verbatim.

**Book reports** are chosen and assigned to help the intern learn more about an interest or area of concern in his/her ministry at the hospital. The intern can compare one’s own experience with that of another writer, and then incorporate any learning to enhance his/her own ministry.

**Personal life history** is a three-part autobiography, which helps the intern review his/her personal growth, development, and dynamics. Each part is done in stages and covers age birth to 12, age 13 to 19, and age 20 to present time.

**Peer Study** is done with another intern. This allows the intern to see how others really see them. It gives a more objective review of one's life, and provides feedback from a peer who has come to know that intern as a total person.

**Contract for learning** is established in the first week between the intern and supervisor to set specific objectives and objectives for the individual intern. This is constantly reviewed and revised. It provides a yardstick to evaluate progress and growth.

**Summary report** of each supervisory session helps the intern see and review issues of concern, and also for the supervisor to determine whether the intern is hearing what is discussed.

**Position paper** is an important requirement for the SIT. During his/her supervisory training process the intern is guided to write a position paper in three areas on personality theory, theological position, and education theory.

**Reflection reports** are assigned to look more closely at a relationship or a specific experience. They may include verbatim, group dynamic, didactic, SDA-CPE admission interviews, SDA-CPE faculty meetings, staff meetings, and first impression paper of the program, sociograms, and town hall meetings.

**Evaluations** are written in the middle of, and then at the end of the program. These cover several specific areas, such as the intern's relationship to peers, supervisor, patients, their families, and staff on their theological, sociological, psychological, and spiritual concerns. The focus of the evaluation would be areas of stress and confidence, areas of strength and weaknesses in both personal and professional areas, suggestions for the intern's future, and for the program's future. There is a daily verbal evaluation. This is a time of reflection in the group process and in the individual supervisory sessions.

Most learning takes place when a person verbalizes and writes out their thoughts and feelings in an area. Personal reflection and allowing others to reflect and respond to specific issues is helpful in incorporating or rejecting ideas, feelings, or thoughts.

## B. THE GROUP METHOD AND VERBATIM SESSION

The intern learns through the method of group activity and supervision in this process. This includes group seminars, group dynamics, chapel services, field trips, lectures, and evaluation sessions. The small peer group meets daily with 3-6 interns, in the morning for verbatim sessions and in the afternoon for the group dynamic sessions. The verbatim session is the primary teaching tool for the action-reflection model. Each intern takes turns presenting his/her own verbatim. The SIT determines the rotation based on issues, and also provides opportunities for each intern to share. During this session, role-playing is also often used to provide as realistic a setting as possible.

**The Group Dynamic session** primarily gives opportunity to continue with an earlier issue, and to provide learning experiences in interpersonal relationships in a supervisor setting. Many feelings, attitudes, values, and beliefs are shared. Personal and professional issues are looked at as each intern relates to another. Increased participation helps the intern expand one's awareness in becoming more resourceful in ministering to others. Opportunity to minister, and to be ministered to, is a valuable tool here.

**Daily worship services** are held in the group at the beginning of each session. As all join together to praise God, read Scriptures, sing, pray, and listen to a devotional message, a spirit of fellowship and

unity is developed. Each intern is provided an opportunity to lead a service and share in the collective experience of worshipping God.

**Didactic/lectures** are given 3-5 times in a unit by the supervisor, SIT, guest speakers, and staff from the specialty areas within the hospital. Some of the areas that are dealt with include pastoral identity, history of SDA-CPE, the action-reflection model of learning, death and dying, grief, personality development, spirituality, ministry to alcoholics and drug addicts, domestic abuse, mental illness, etc. Questions and answers are encouraged and often the small group follows up with a discussion and reflection on what was presented.

**Through these methods,** the intern forms and develops one's personal identity, professional skills, and personal growth. The supervisor, as well as the SIT, uses appropriate methods of supervision to support, confront, challenge, and guide each intern towards learning about objectives articulated in the learning contract. Intern involvement in planning, learning the context, and programming objectives is encouraged.

The basic structure of the program is designed by former experiences, and some limits may be redesigned, but beyond that, the interns are constantly encouraged to create and initiate as much as possible. They are to seek and fully understand the meaning and value of every part of the SDA-CPE process. Questions are encouraged, and clarification and understanding, by any means, is supported. In fact, the intern has the majority of control over what one says and does, and is asked to be responsible and accountable for what is said or done. For example, a theme or issue is suggested, but what and how it is developed comes from the interns themselves. The supervisor or SIT guides and directs the process to make maximum use of the time at hand.

The lectures and seminar issues have evolved from previous SDA-CPE experiences, and the interns in their evaluation have given suggestions and comments. The design of the program has come from feedback on previous programs. The present interns will also have the opportunity to make suggestions for future programs. Every Friday, interns reflect on the week's work. In this manner, objectives are made, and then carried out through the following week.

In the area of worship, the assigned intern plans and leads both the morning and the noon services. Thus, the intern is given the opportunity to introduce his/her own resources, faith traditions, and creativity in this area of the program.

**How does the program prepare the intern** to assume an increased level of responsibility for selecting and organizing learning resources?

Once the intern is oriented to the hospital and the objectives of the program, one is expected to be a chaplain and take the initiative in developing and implementing the objectives for learning. If an intern is unsure about something, consulting with either the supervisor, the SIT, or the peer group is helpful in arriving at a solution. The intern is encouraged to make decisions, then take appropriate action and follow through.

The intern is given increased responsibility in visiting sick patients and relating to the staff. This allows him/her to become more confident in his/her own ministry. There is no expectation for the interns to handle responsibilities beyond their level of functioning.

Issues discussed in the supervisory conferences, either with the senior supervisor or SIT is the responsibility of the intern. Usually, there is a dependence upon the supervisor, but this soon develops

into independence, and ultimately, interdependency. This growing maturity comes from the intern's own evaluations and the clarification of one's own learning issues.

Weekly impression reports and evaluations provide a sense of perspective of where one has come from and where one would like to be. This helps put the learning objectives into very specific terms, and thus the intern is motivated to invest oneself more fully in their own learning program.

Towards the end of the program, each intern is given several opportunities to lead in the peer group session as well as attend and participate in floor staff meetings. One's pastoral and professional identity becomes stronger as the intern sees oneself as pastor.

## BASIC STRUCTURE OF A TYPICAL SDA-CPE PROGRAM

### FLEXIBLE ANTICIPATED EXTENDED PROGRAM

This SDA-CPE program is affiliated with the Adventist Chaplaincy Institute (ACI), a branch of the Adventist Chaplaincy Ministries-General Conference Department. Please check with your seminaries and Division ACM department for academic credit and approval. All needed supporting documents will be provided on demand. One unit of training at both the chaplain intern level and the SIT level require 400-plus hours of supervised ministry, which includes, but is not limited to, the following:

- Four to six verbatim reports (for one unit)
- Intern will take turns in presenting verbatim
- Ministry to patients, their families, and hospital staff as assigned
- Take turns on night calls; two nights in a month as assigned
- Take turns for weekend on-call, once a month
- Letter of intention to complete two units of SDA-CPE as your professional objective
- Autobiography
- Two book reports from the assigned bibliography
- Learning contract
- Individual supervisory meeting by video conference
- Three to five didactic sessions by video conference
- Theological reflections (as assigned)
- Weekly group dynamic session; by video conference
- Take turns for morning devotion
- Assigned clinical in the hospital

- Account of personal time management and reporting patient visitations
- Dress code as pastors
- Mid-term evaluation
- Final evaluation
- Town Hall meeting by video-conference
- Termination process of intern's program
- Graduation at the end of intern's two units completed

## LEVEL 1 SDA-CPE-FIRST UNIT

Level 1, SDA-CPE includes clinical education for theological interns in the basic theological degree, parish clergy, and students in graduate degree programs. Level 1 of SDA-CPE focuses on ministry formation and ministry development issues in terms of readiness of interns and their contracted learning between intern and SDA-CPE center.

### STANDARDS FOR LEVEL 1 SDA-CPE

1. Participation of students in ministry to persons and appropriate use of observation and reporting ministry.
2. Individual and group supervision by a certified supervisor.
3. A written contract of covenant of learning developed cooperatively between interns and supervisor of the SDA-CPE center.
4. Active participation of students in a small peer group, which would be large enough to enable interns to experience a variety of relationships, providing time and space for each to enter into creative interpersonal dynamics and constructive criticism.
5. Presentation of theoretical material appropriate for understanding the particular needs of persons to whom interns minister, and a variety of sources such as theology, the behavioral sciences, sociology, and pastoral care.
6. Full use of seminars, workshops, case study presentations, and didactic presentations designed to assist interns in integrating theological understanding and knowledge of behavioral sciences into their personal functioning.
7. The involvement of resources of the clinical setting and persons from other disciplines.

### OBJECTIVES OF LEVEL 1 SDA-CPE

The objective of Level 1 of SDA-CPE is to facilitate the process in the development of personal and professional identity and assist the growth of professional competence. The specific objectives of basic SDA-CPE are as follows:



1. To become more aware of oneself as a pastor and aware of the ways that one's ministry affects other persons.
2. To develop and understand the ability to utilize the clinical methods of learning.
3. To develop the ability to utilize the peer group for feedback, support, confrontation, and clarification in a way that will assist one to integrate personal attributes into pastoral functioning.
4. To use individual supervision of one-on-one levels, as well as in the clinical setting, for personal and professional growth. The supervision will help interns in a variety of ways, enabling them to develop a capacity to evaluate their ministry.
5. To increase theological understanding of issues arising from experience and to enhance the interface between theology and the behavioral sciences in understanding the human condition.
6. To get in touch with one's feelings, attributes, assumptions, and values, and understand how they affect one's ministry.
7. Be aware of the social conditions in one's life as well as others and how those conditions impact one's ministry.
8. The life experience interns carry from their family of origin and the impact of this on one's ministry.

## LEVEL 2 SDA-CPE

Based upon the Level 1, SDA-CPE experience, Level 2, SDA-CPE facilitates a higher level of pastoral formation and ministerial development. Level 2 SDA-CPE calls for specialization of persons who desire preparation for a ministry specialty such as chaplaincy, pastoral counseling, ministry to elderly people, addiction unit, emergency department (ED), intensive care unit (ICU), oncology, prison ministry, and ministry in other clinical settings.

### STANDARDS FOR LEVEL 2 SDA-CPE

1. This calls for an intern's intensive and extensive involvement in pastoral care encounters in the chosen specialty area.
2. Participation of interns in management function and in the examination and evaluation of pastoral and theological implications of those functions.
3. Observation, recording, and reporting of pastoral ministry.
4. Interns participate in a peer group that is large enough to enable an intern to experience a variety of relationships. At the same time, it is small enough to provide time and space for each student to enter into a creative interpersonal process for learning.
5. Individual supervision by an SDA-CPE supervisor.
6. Didactic instruction and use of literature to provide understanding of the client/patient parishioner's existential predicament and specific crisis from a theological-pastoral and scientific perspective. Understanding of the various modes of helping a person in the specific clinical setting. Understanding of leadership styles and principles of management.

7. A clear definition of any chosen area of specialization.
8. Seminars and supervision appropriate to the clinical setting and the intern's individual contract for learning with a view toward helping the intern integrate theological understanding and knowledge of behavioral sciences with emphasis on pastoral functioning.
9. Specific curriculum developed through consultation with the student, which takes into account the intern's interest and the unique resources of the SDA-CPE center
10. The use of interdisciplinary resource persons.

**Additional standards of any chosen area of specialization are:**

- Participation for an extended time in the chosen ministry specialty; at least one unit of experience.
- Supervision by persons who are competent in the specialized area
- Didactic instruction in the specialized area

## OBJECTIVES OF LEVEL 2 SDA-CPE

The objective of advanced SDA-CPE is to develop a professional competence in ministry and/or professional competence in a ministry specialty of one's chosen area. The specific objectives of Advanced SDA-CPE are:

1. To develop the ability to make optimum use of one's religious heritage, theological understanding, and knowledge of behavioral sciences in ministry to persons and groups.
2. To acquire self-knowledge to a degree that permits pastoral care to be offered within the strengths and limitations of one's own person.
3. To develop the ability to work as a pastoral member of an interdisciplinary team.
4. To develop the capacity to utilize one's pastoral perspective and pastoral competence in a variety of functions, such as preaching, teaching, and administration, as well as pastoral care and pastoral counseling.
5. To become competent in self-evaluation in pastoral work and make use of peer group evaluation of pastoral work.
6. To become a competent pastor of persons and groups in various life situations and crisis circumstances and develop the skills needed for providing intensive and extensive pastoral care and pastoral counseling.

**Additional objectives of any chosen area of a specialization are:**

- Familiarity with the theories and methods for the ministry specialty
- Development of one's own philosophy and methodology for the ministry specialty
- Ability to articulate the meaning of the ministry specialty
- Development of pastoral competence in the area of specialization

# SUPERVISOR-IN-TRAINING (SIT)

The objective of supervisory education is to develop a professional competence in the ministry of pastoral education and supervision. This area has been designed for the qualified person who is gifted, committed, and has demonstrated pastoral, professional, and clinical competence to learn, and has the ability to teach the art of supervision.

## STANDARDS FOR SUPERVISOR-IN-TRAINING (SIT):

1. The training program takes place at a chosen education center and is accredited by the Adventist Chaplaincy Institute.
2. Under the supervision of an SDA-accredited supervisor in an accredited supervisory education training center.
  - Multiple staff resources.
  - A detailed, outlined curriculum congruent with the growth and educational needs of interns, the SDA-CPE covenant, and standards.
  - Didactic workshops/seminars in supervision.

# OBJECTIVES FOR SUPERVISORY EDUCATION STUDENT

## SUPERVISORY COMPETENCE:

- To develop the use of one's unique personality and history as instruments to facilitate the intern's healing, growth, and learning.
- Competence in SDA-CPE program management/facilitator.
- Use of appropriate clinical education methods.
- Competent pastor.

## PASTORAL EDUCATION COMPETENCE:

- Development of professional identity as a clinical pastoral educator.
- Integration of an educational theory, knowledge of behavioral science, theology, and pastoral identity into one's own supervisory function.

## COMPETENCE IN GROUP SUPERVISION:

- Acquire the ability to facilitate the development of group interpersonal interaction.

- Develop the ability to lead a small group of peers, enabling the students to use their response to the program as a growth learning experience.

## COMPETENCE IN INDIVIDUAL SUPERVISION:

- Develop the ability to supervise the intern's pastoral work, giving attention to unique patterns of personal and professional development, and demonstrate sensitivity to the intern's psychological orientation.
- Respect intern's learning patterns, awareness of intern's religious history and practices, and be able to facilitate growth towards personal and pastoral identity.
- Competence in evaluating student's work.

## CONCEPTUAL COMPETENCE:

- Achieve competence in using conceptual models from theory and practice to understand and articulate pastoral supervisory methods.
- Develop a philosophy of SDA-CPE education.
- Gain a thorough understanding of organization and program development with emphasis on organization development of an SDA-CPE program.
- Become knowledgeable and critically conversant with the literature relating to the field of supervision.

## CURRICULUM FOR SUPERVISOR-IN-TRAINING (SIT)

Supervisory SDA-CPE continues the work begun in the advanced program and presupposes completion of the objectives for Level 2, SDA-CPE, as well as appropriate certification/education stated in ACM standards for SDA-CPE supervisory training. It is assumed that most persons entering supervisory training are seeking certification as a Seventh-day Adventist CPE supervisor. Supervisory SDA-CPE finds its place in the general educational model. Supervisory, along with Level 2, is at the second stage of the learning educational model. The objective is for interns to begin formulating their own model as they learn the constraints imposed on them by the setting, the interns, their own assumptions, and their own theoretical and practical limits.

The curriculum is developmental and interactive, assuming an adult learning status for the supervisory SDA-CPE student. The beginning point of learning the covenant is just as important as in other levels of SDA-CPE. Grounded in the objectives for supervisory SDA-CPE, the SIT is expected to negotiate specific/concrete objectives for his/her learning, taking into account a previous covenant, evaluations, learning, experiences, degree work, etc. The supervisory SDA-CPE intern is expected to begin with sufficient knowledge of the institution and the program of first unit interns. This will enable them to participate professionally, maintaining tension between the ministry to patients and the learning needs of interns.

**Various test instruments and descriptive tools are used to help develop supervisory competence. Among these are:**

1. Myers–Briggs Type Indicator
2. The Learning Inventory (by Dr. Benjamin Bogia)
3. The family of origin inventory
4. Drawing genogram & looking at the family dynamics
5. The Kiersey Temperament Sorter
6. The Pastoral Counseling Response Scale

**The specific areas to provide a clinical lab for SIT are:**

1. Verbatim session.
2. Group dynamic sessions.
3. Individual supervision.
4. Group supervision.
5. SIT are required to attend an SDA-CPE interview and present a report.
6. SIT are required to attend an SDA-CPE faculty meeting.
7. SIT are required to attend staff meetings.

## METHODOLOGY FOR SUPERVISORY TRAINING

Interns who are admitted into the SIT program are then involved in the planning and implementation of the program in which they will be supervising. This includes selecting and scheduling didactic sessions for the first unit of SDA-CPE interns, preparing and delivering some of these sessions, and participating in the scheduling of experiences, and discussion around the rationale for each experience.

**Interviews:** The SIT participates in the admission interviews of first unit SDA-CPE interns, formulating questions based on the intern's submitted materials. They also take the interviewing interns on the hospital tour and host him/her informally during his/her time in the institution. They then discuss their impressions with the other members of the interviewing team as a decision is being made about the intern's admission. Rationale for options/judgments is elicited and concrete examples are expected to illustrate this decision.

**Orientation Process:** The beginning of the SDA-CPE unit is always a time of anxiety, and for the SIT, this is no exception. It is expected that the SIT will use his/her anxiety in helping to formulate and orchestrate the period of orientation for the interns, offering presentations, explorations, debriefing groups, group building, etc.

**Verbatim sessions:** The SIT leads some verbatim sessions on a daily basis, reading the presenting verbatim prior to the session, and preparing the appropriate parts of the verbatim supervision form.

After the session, the form is completed and submitted to the senior supervisor with the verbatim for review and comments. Daily pastoral care log sheets are maintained.

**Group Supervision:** Following the session, the group supervision form is filled and both are shared with the senior supervisor and SIT peer group with properly signed consent forms. An additional tool and the participation checklist are sometimes used as an interns' review video sessions. This helps understand group behavior. This is also reviewed with the senior supervisor.

**Individual Supervision:** Each supervisory education student spends an hour per week supervising his/her interns individually, using the individual supervision form.

**Staff Consultation:** The SIT is responsible for consultations with the staff members of other disciplines on each unit to which basic SDA-CPE interns are assigned. These consultations are to keep in touch, assist interns, and maintain relationships, etc. The importance of this relationship cannot be overstated. The SIT's work with other professionals in a team relationship contributes to the supervisory process and to the SDA-CPE interns, whose work is the pastoral ministry on the unit.

**Importance of Day-to-Day Dialogue with SITs Senior Supervisor:** Each SIT has his/her own supervisor, with whom he/she consults on an ongoing daily basis. Regular supervision of individual, verbatim sessions, and group work is effected through meetings, written comments, and discussion of the required forms, and informal consultations. Staff meetings are held once a week at which the SIT presents an aspect of their work to their peers with a review of mutual learning. Didactic meetings are held as time permits. During these sessions, theory is presented and discussed as each SIT in his/her peer group makes presentations. As much as possible, the SIT's peer group is held accountable to deal with interpersonal, pastoral, theological, and educational concerns. The process of supervisory sessions with the SIT is held several times during each unit to review normal events in the supervisory process, to alert the SIT to these events, to discuss issues related to them, and to debrief events related to them.

**Learning Contract:** Each SIT is required to write a learning contract and discuss it with his/her senior supervisor.

**Evaluation Reports:** Each SIT writes an initial draft of the mid-term and final evaluation of the intern assigned to him/her. The supervisor will review these drafts and give his/her feedback. Final draft of each is discussed with the SDA-CPE interns, and this process is then subject to be reviewed by the senior supervisor. Evaluation of the program forms are completed by each SDA-CPE intern and given to the SIT. These are reviewed and discussed in a final peer session to evaluate the entire SDA-CPE unit. The SIT's own evaluative work is completed with his/her senior supervisor and with the peer group. The evaluations are then shared, discussed, and signed.

**SIT's Training Period:** It is recommended that the SIT completes a minimum of two (2) CPE supervisory units (800 hours of training) before he/she is eligible to meet the committee for the next level of supervisory training, i.e. candidate and full supervisor. The SIT will be expected to:

1. Attend CPE interviews.
2. Attend all staff meetings.
3. Attend the CPE faculty meeting.
4. Help assist in CPE orientation.

5. Assist in making a daily devotional calendar for the unit.
6. Assist in creating an on-call calendar each month.
7. Required to attend all didactic presentations.
8. Write a learning contract.
9. Prepare a student handbook for the program.
10. Help prepare interns' individual files and store them in a secure filing cabinet.
11. Help interns settle down in their clinical settings.
12. Meet with supervisor one-on-one as assigned.
13. Required reading.
14. Theological reflection paper (as assigned).

**Besides the previous specific assignments, the SIT will be a silent observer for a period of time as determined by the supervisor and will do the following:**

- a. Write a report on each group dynamic session.
- b. Write a report on staff meetings.
- c. Write a report on CPE faculty meeting reports.
- d. Write a report on the CPE interview process.
- e. Write theological reflection reports (as assigned).
- f. Submit a weekly supervisory conference report.
- g. Submit a group supervision reflection report.
- h. Submit a verbatim session reflection report.
- i. Submit the SIT learning contract.
- j. Submit a weekly highlights report & supervisory agenda (as assigned).

All of the above is to the discretion of the supervisor.

## ACI CONTINUING EDUCATION

### PROFESSIONAL CONTINUING EDUCATION UNITS (CEU)

Adventist chaplains are required to continue their professional education so many hours per year or to complete a specified number of professionally related CEUs. ACI will assist in providing or recommending opportunities for chaplains to complete some of the requirements. Board-Certified

Chaplains will be required to take CEU education for maintaining their certification (FA 30 25).

## PHILOSOPHY

Professional education is a lifetime activity. ACM is committed to ensuring that the chaplains they endorse and certify maintain a high level of professional competence. A primary method of encouraging that objective is to provide, facilitate, and require regular continuing education. ACI is a vehicle that can help a chaplain complete this requirement.

## CRITERIA

Continuing education learning should meet the following criteria:

- A. Subjects are relevant to chaplains and chaplaincy ministry.
- B. Events directly relate to one or more of the “Core Competencies” listed previously.
- C. Events may include workshops, seminars, lectures, or other professional activities that enhance one or more of the “Core Competencies.”
- D. Academically and professionally qualified instructors.
- E. Adequate verification of attendee engagement in the experience and evaluation of the event.

## PROCEDURES

1. Application to receive ACI continuing education credits can be made by individual chaplains, organizations, or institutions.
2. Proposals to offer CEUs for credit will be sent to ACI in advance of the event with sufficient time to allow ACI consideration, clarification, if needed, and notification of decision before the event is advertised or attended.
3. ACI will send notice of their decision to the applicant. The notice will agree with the proposal, recommend modifications, or decline the proposal.
4. Verification of attendee engagement and evaluation of the event will be done by the event coordinator submitting pre- and post-tests, attendance records, or some other ACI approved method. In the case of a chaplain attending a non-ACI sanctioned event, the chaplain will submit a post-event evaluation that includes a summary of the event and a description of “Core Competency” learning.



# APPENDIX A

## CODE OF ETHICS FOR BOARD-CERTIFIED SEVENTH-DAY ADVENTIST CHAPLAINS<sup>1</sup>

### PREAMBLE

Adventist chaplains and counselors are grounded in the Seventh-day Adventist Church and informed by professional education and training. They are called to nurture their personal health of mind, body, and spirit, and be responsible for their personal and professional conduct.

Chaplains and Counselors:

- Affirm the dignity and value of each individual.
- Respect the right of individuals and faith groups to choose their own values and beliefs.
- Advocate for accountability to protect the public and advance their profession.
- Do not discriminate in the delivery of spiritual care, whether on the basis of culture, ethnicity, gender, race, sexual orientation, religion, or other factors.

### 1.0 ETHICAL PRINCIPLES IN RELATIONSHIPS WITH CLIENTS

Clients are understood to be persons served, including staff members and fellow professionals, in the specialized institutional/organizational settings where spiritual care is delivered.

Chaplains and Counselors:

- 1.1 Speak and act in ways that honor the dignity and value of every individual.
- 1.2 Provide care that is intended to promote the best interest of the client and to foster strength, integrity, and healing.
- 1.3 Respect the cultural and religious values of those they serve and refrain from imposing their own values and beliefs.
- 1.4 Are mindful of the imbalance of power in the professional/client relationship and refrain from exploitation of that imbalance.
- 1.5 Maintain relationships with clients on a professional basis only.
- 1.6 Avoid or correct any conflicts of interest or appearance of conflicting interest(s).

<sup>1</sup>This Code is an adaptation of the Common Code of Ethics for Chaplains and Counselors, Pastoral Counselors, Pastoral Educators, and Students affirmed by the Council on Collaboration in 2004.

- 1.7 Refrain from any form of sexual misconduct, sexual harassment, or sexual assault in relationships with clients.
- 1.8 Refrain from any form of harassment, coercion, intimidation, or otherwise abusive language or actions in relationships with clients.
- 1.9 Safeguard the confidentiality of clients when using materials for educational purposes or written publication.
- 1.10 Respect the confidentiality of information entrusted to them by clients when communicating with family members or significant others, except when disclosure is required for necessary treatment, granted by client permission, for the safety of any person, or when required by law.
- 1.11 Understand the limits of their individual expertise and make referrals to other professionals when appropriate.

## 2.0 ETHICAL PRINCIPLES IN RELATIONSHIPS BETWEEN SUPERVISORS/ EDUCATORS AND STUDENTS

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Chaplains and counselors respect the integrity of students using the power they have as supervisors/educators in responsible ways.

Chaplains and Counselors:

- 2.1 Maintain a healthy educational environment free of coercion or intimidation.
- 2.2 Maintain clear boundaries in the areas of self-disclosure, intimacy, and sexuality.
- 2.3 Provide clear expectations regarding responsibilities, work schedules, fees, and payments.
- 2.4 Provide adequate, timely, and constructive feedback to students.
- 2.5 Maintain a healthy respect for the personal growth of students and provide appropriate professional referrals.
- 2.6 Maintain appropriate confidentiality regarding all information and knowledge gained in the course of supervision.

## 3.0 ETHICAL PRINCIPLES IN RELATIONSHIPS WITH FAITH COMMUNITY

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Chaplains and counselors are accountable to the church, one another, and other organizations.

Chaplains and Counselors:

- 3.1 Maintain good standing in the Seventh-day Adventist Church.
- 3.2 Abide by the professional practice and/or teaching standards of the state/province, the community, and the institution in which they are employed. If, for any reason, a spiritual care professional is not free to practice or teach according to conscience, he/she shall notify the employer, his/her professional organization, and Division ACM office, as appropriate.
- 3.3 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent an affiliation with any institution.

## 4.0 ETHICAL PRINCIPLES IN RELATIONSHIPS WITH OTHER PROFESSIONALS AND THE COMMUNITY

Chaplains and counselors are accountable to the public, faith communities, employers, and professionals in all professional relationships.

Chaplains and Counselors:

- 4.1 Promote justice in relationships with others, in their institutions and in society.
- 4.2 Represent accurately their professional qualifications and affiliations.
- 4.3 Exercise good stewardship of resources entrusted to their care and employ sound financial practices.
- 4.4 Respect the opinions, beliefs, and professional endeavors of colleagues and other professionals.
- 4.5 Seek advice and counsel of other professionals whenever it is in the best interest of those being served and make referrals when appropriate.
- 4.6 Provide expertise and counsel to other health professionals in advocating for best practices in care.
- 4.7 Seek to establish collaborative relationships with other community and health professionals.
- 4.8 Advocate for changes in their institutions that would honor spiritual values and promote healing.
- 4.9 Provide other professionals with appropriate client records where they are needed to further the treatment of clients, obtaining consent when required.
- 4.10 Communicate sufficient information to other care team members while respecting the privacy of clients.
- 4.11 Ensure that private conduct does not impair the ability to fulfill professional responsibilities or bring dishonor to the profession.
- 4.12 Clearly distinguish between statements made or actions taken as a private individual and those made as a member or representative of their organizations.

## 5.0 ETHICAL PRINCIPLES IN RELATIONSHIPS WITH COLLEAGUES

Chaplains and counselors engage in collegial relationships with peers, other chaplains and counselors, local clergy and counselors, recognizing that perspective and judgment are maintained through consultative interactions, rather than through isolation.

Chaplains and Counselors:

- 5.1 Honor all consultations, whether personal or client-related, with the highest professional regard and confidentiality.
- 5.2 Maintain sensitivity and professional protocol of the employing institution and/or the certifying organization when receiving or initiating referrals.
- 5.3 Exercise due caution when communicating through the Internet or other electronic means.
- 5.4 Respect each other and support the integrity and well-being of their colleagues.

5.5 Take collegial and responsible action when concerns about or direct knowledge of incompetence, impairment, misconduct, or violations against this code arise.

5.6 Communicate sufficient information to other care team members while respecting the privacy of clients.

## 6.0 ETHICAL PRINCIPLES IN ADVERTISING

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Chaplains and counselors engage in appropriate informational activities that educate the public about their professional qualifications and individual scopes of practice.

Chaplains and Counselors:

6.1 Represent their competencies, education, training, and experience relevant to their practice of pastoral care, education, and counseling in an accurate manner.

6.2 Do not use any professional identification (business cards, letterhead, Internet or telephone directory, etc.) if it is false, misleading, fraudulent, or deceptive.

6.3 List and claim as evidence only degrees and certifications that are earned from educational institutions and/or training programs recognized by ACI.

6.4 Ascertain that the qualifications of their employees, supervisors, and students are represented in a manner that is not false, misleading, fraudulent, or deceptive.

6.5 Represent themselves as providing specialized services only if they have the appropriate education, training, or supervised experience.

## 7.0 ETHICAL PRINCIPLES IN RESEARCH

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Chaplains and counselors engaging in research follow guidelines and applicable laws that strive to protect the dignity, privacy, and well-being of all participants.

Chaplains and Counselors:

7.1 Engage only in research within the boundaries of their competence.

7.2 In research activities involving human participants, are aware of and ensure that the research question, design, and implementation are in full compliance with ethical principles.

7.3 Adhere to informed consent, including a clear and understandable explanation of the procedures, a description of the risks and benefits, and the duration of the desired participation.

7.4 Inform all participants of the right to withdraw consent and to discontinue involvement at any time without jeopardizing continuing care.

7.5 Engage in research while being sensitive to the cultural characteristics of participants.

7.6 Maintain the confidentiality of all research participants and inform participants of any limits of that confidentiality.

7.7 Use any information obtained through research for professional purposes only.

7.8 Exercise conscientiousness in attributing sources in their research and writing thereby avoiding plagiarism.

7.9 Report research data and findings accurately.

By signing below, I acknowledge that I have read, and promise to adhere to the best of my abilities to the Seventh-day Adventist Chaplains and Counselors Code of Ethics

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Name

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Signature

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Month Day Year



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