

# Department of Pastoral Care & Clinical Pastoral Education

## Diplomate in Clinical Pastoral Supervision Training Course



UAMS Medical Center



## University of Arkansas for Medical Sciences

Department of Pastoral Care &  
Clinical Pastoral Education

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The Clinical Pastoral Education  
Program at UAMS is accredited  
by the College of Pastoral  
Supervision & Psychotherapy.

The University of Arkansas for  
Medical Sciences is a member of  
and accredited by the North  
Central Association of Colleges  
and Secondary Schools.

## **CPSP Diplomate in Clinical Pastoral Supervision:**

This document outlines the essential components and competencies expected of a candidate for certification as a Diplomate in Pastoral Supervision with the College of Pastoral Supervision and Psychotherapy (CPSP). It integrates guidance from the CPSP Standards (900–940) with a developmental perspective for candidates and their Training Supervisors.

Board Certification as a Diplomate in Clinical Pastoral Supervision through the College of Pastoral Supervision & Psychotherapy (CPSP) is a culmination of many years of preparation, academic, theological, clinical, and personal. It is not simply a credential; it is a reflection of a person's capacity to guide, form, and accompany others engaged in the demanding work of clinical pastoral education and training.

### **Entry Requirements**

Before entering the Diplomate certification process, an individual must first be certified by CPSP as a Board-Certified Clinical Chaplain (BCCC). This initial certification requires:

- A bachelor's degree,
- A Master of Divinity (or equivalent degree) from an accredited theological institution, and
- Completion of at least 1,600 hours of supervised clinical pastoral education.

These milestones usually follow seven years of academic and professional formation, often including candidacy and ordination/licensure processes within one's faith community. The full arc of preparation for the Diplomate process typically spans ten to twelve years, a period marked by growth, challenge, and deep vocational discernment.

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### **I. Foundational Requirement: Psychodynamic Self-Understanding**

Per CPSP Standard 910, the candidate must provide evidence of having completed a personal, therapeutic, psychodynamic journey in the service of self-understanding.

A defining feature of this training is the expectation that candidates engage in ongoing personal therapy. This is not an ancillary aspect of training; it is essential. It reflects our understanding that supervisors must be accountable for their own internal dynamics to safeguard the well-being of those they supervise.

Candidates are expected to have undergone sufficient psychotherapeutic work to identify and manage their intrapsychic and interpersonal patterns of relating. This work enables

them to engage trainees without projecting unresolved issues and to create safe, generative spaces for both learning and growth.

This foundational work supports the integration of theory, theology, and self in the practice of pastoral supervision.

## **II. Core Competencies of the Diplomate (Standard 920)**

### **920.1 Clinical Competence**

- **920.1.1** Ability to establish effective supervisory relationships with trainees, attending to their psychological development, learning patterns, and religious/spiritual backgrounds.
- **920.1.2** Ability to evaluate trainees' pastoral work and provide consultation.

### **920.2 Pastoral Competence**

- **920.2.1** Demonstrated ability to critically synthesize conceptual frameworks in pastoral theology, behavioral, and social sciences.
- **920.2.2** Demonstrated ability to analyze and evaluate pastoral care and counseling competence.

### **920.3 Conceptual Competence**

- **920.3.1** Ability to conduct a Clinical Pastoral Training program.
- **920.3.2** Knowledge of and facility with group relations theory in supervision.

### **920.4 Supervisory Competence**

- **920.4.1** Integration of one's personal history, theory, and theology with supervisory practice.
- **920.4.2** Ability to select and apply supervisory methods appropriate to individual and group contexts.
- **920.4.3** Ability to evaluate trainees' pastoral and personal development.

### **920.5 Administrative/Leadership Competence**

- **920.5.1** Capacity to plan and administer a Clinical Pastoral Training program.

### **920.6 Ethical Competence**

- **920.6.1** Critical evaluation and synthesis of ethical perspectives in clinical and supervisory contexts.

- **920.6.2** Consistent embodiment of the CPSP Code of Professional Ethics.
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### **III. Required Materials for Chapter Certification Consultation (CPSP Standard 930)**

Before the Chapter Certification Consultation, the candidate must submit the following:

- **930.1** A comprehensive autobiographical sketch (≤10 pages, double-spaced), reflecting insights from the candidate's psychodynamic journey.
  - **930.2** A theory paper demonstrating integration of the candidate's personal, professional, theoretical, theological, and clinical competencies. It must meet academic writing standards.
  - **930.3** Exhibits from a single unit of supervised training:
    - **930.3.1** Video recording of a complete group supervision session featuring a clinical case presentation.
    - **930.3.2** A written analysis (5 pages) of the session, demonstrating use of self, theory, and theology in supervisory practice.
    - **930.3.3** The syllabus from the training unit presented.
    - **930.3.4** Evaluations written by the candidate of all trainees in the unit, along with evaluations written by trainees.
    - **930.3.5** A narrative of one trainee's development throughout the unit, including the candidate's assessment of the impact of individual and group supervision.
    - **930.3.6** A training supervisor's evaluation of the candidate's supervised unit.
  - **930.4** Documentation of endorsement by or accountability to the candidate's faith community as a pastoral clinician.
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### **IV. Following the Chapter Certification Consultation (CPSP Standard 940)**

- **940.1** Submit the certification fee at least 60 days before the scheduled review panel.
- **940.2** Review and revise documents based on chapter consultation feedback.
- **940.3** Prepare and finalize materials for online submission.

- **940.4–940.6** Confirm review panel appointment and ensure readiness for a virtual meeting, if applicable.
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## **V. Summary**

The path to becoming a Diplomate in Clinical Pastoral Supervision through CPSP is rigorous and rooted in deep personal integration, theoretical sophistication, and demonstrated supervisory and pastoral excellence. The materials prepared by the candidate must evidence a well-developed capacity for self-reflection, clinical insight, theological depth, and ethical clarity, all of which are essential for the formation of future spiritual caregivers.

This document serves as a framework to support both candidates and their Training Supervisors in preparing for certification in alignment with CPSP’s standards and values.

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## **UAMS Supervisory CPE/T Training Curriculum**

The **UAMS Supervisory Clinical Pastoral Education/Training (CPE/T) curriculum** is designed to equip trainees with the **knowledge, competence, and professional identity** necessary for effective CPE/T supervision.

### **Program Focus**

The program emphasizes:

1. Developing conceptual competence in pastoral supervision.
  2. Gaining proficiency in CPE/T program management.
  3. Cultivating expertise in CPE/T group supervision, including leadership and facilitation.
  4. Building competence in the supervision of CPE/T trainees.
  5. Fostering the formation of a professional identity as a Diplomate in Clinical Pastoral Supervision
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### **Training Approach**

Supervisory CPE/T training enables trainees to develop competence in both the **art and practice** of CPE/T supervision. This is achieved through:

- **Theoretical Education:** Engaging with theories of supervision grounded in theology, behavioral sciences, and educational models.
- **Practical Application:** Gaining hands-on CPE/T supervisory experience under the guidance of a CPSP Diplomate in Clinical Pastoral Supervision.
- **Integration of Theory and Practice:** Synthesizing supervisory concepts with one's pastoral and personal identity to develop a distinct supervisory approach.

### **Program Commitment**

- The program requires a minimum two-year commitment.
  - Trainees serve as chaplains and educational staff members within the UAMS Department of Pastoral Care and Clinical Pastoral Training.
  - Responsibilities include providing significant pastoral care while progressively assuming supervisory roles in CPE/T.
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### **Competency Expectations**

To successfully complete the training, supervisory trainees must:

- Demonstrate pastoral, professional, and clinical competence.
  - Show clear motivation to pursue certification as a CPSP Diplomate in Clinical Pastoral Supervision.
  - Engage with staff resources, participate in a supervisory peer group (as available), receive didactic instruction in supervision, consult regularly with a training supervisor, and present their work and materials to a CPSP Diplomate Chapter.
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### **Core Learning Objectives**

#### **1. Development of Conceptual Competence**

Supervisory trainees will:

- Apply conceptual models from theory and practice to articulate their approach to pastoral supervision.
- Develop and demonstrate a philosophy of CPE/T that integrates theory, practice, and an appropriate educational model.

- Gain expertise in program organization and development, with a focus on CPE/T structure.
  - Critically engage with literature in the field of Clinical Pastoral Supervision.
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## **2. Development of Supervisory Competence**

### **a) CPE/T Program Management**

Supervisory trainees will:

- Utilize a range of program resources, including patients, interdisciplinary staff, theological consultation, library materials, administrative structures, and community networks, to enhance CPE/T trainees' learning.
- Apply clinical education methods such as clinical case studies, incident reports, administrative meetings, clinical seminars, didactic seminars, and supervisory consultations.
- Conduct a CPE/T program within a broad theological framework.
- Supervise CPE/T trainees in formulating learning contracts and evaluating their educational progress.

### **b) CPE/T Group Supervision (Leadership and Facilitation)**

Supervisory trainees will:

- Develop the ability to foster group interaction as a meaningful aspect of pastoral care.
- Facilitate small groups of CPE trainees, helping them engage their responses to the program as part of their learning process

### **c) CPE/T Individual Supervision**

Supervisory trainees will:

- Understand individual trainees by recognizing their psychological patterns, religious history, and learning styles.
- Provide supervision adapted to each trainee's pastoral and professional development, helping them refine their sense of pastoral identity.

- Use personal history and personality as learning tools in developing a unique supervisory style.
  - Assess and evaluate trainees' pastoral and personal resources while applying effective supervisory methods.
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### **3. Development of Pastoral Education Competence**

Supervisory trainees will:

- Establish a professional identity as a Clinical Pastoral Educator.
  - Integrate their educational philosophy, behavioral science knowledge, theological insights, and pastoral identity into their supervisory practice.
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**Job Title:** Clinical Pastoral Training (CPT) Supervisor in Training (SIT)

**Reports To:** Director of Pastoral Care and Clinical Pastoral Training Program

**Position Type:** Full-time

#### **Job Summary**

The **CPE Supervisor in Training (SIT)** is a CPSP board-certified clinical chaplain enrolled in a Clinical Pastoral Training (CPT) supervisory training program within the College of Pastoral Supervision and Psychotherapy (CPSP) accredited training center. This role is a structured learning experience under the supervision of a CPSP Diplomate in Clinical Pastoral Supervision. The SIT contributes to the supervision and development of CPE trainees while refining their own pastoral identity, supervisory competence, and clinical insight.

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#### **Key Responsibilities**

##### **Supervision & Pastoral Formation**

- Participate in the supervisory process by observing, co-facilitating, and eventually leading CPE group sessions, including didactics, interpersonal group seminars, clinical case conferences, and individual supervision sessions.
- Provide pastoral supervision to individual trainees, supporting their growth in self-awareness, pastoral competence, and professional identity.

- Guide trainees in theological reflection, helping them integrate their lived experiences with the clinical method of learning.
- Assist trainees in addressing complex emotional, pastoral, and ethical challenges that arise in clinical settings.

### **Personal & Professional Development**

- Engage fully in the CPE supervisory training process under the mentorship of a CPSP Diplomate in Clinical Pastoral Supervision.
- Participate regularly in a CPSP chapter peer review, CPSP training consortium, and other professional development activities essential for supervisory competence.
- Develop a personal philosophy of supervision grounded in CPSP's approach, integrating pastoral theology, human and social sciences, and psychodynamic perspectives.
- Cultivate an understanding of group dynamics and systems theory as they apply to clinical pastoral training.

### **Clinical & Institutional Engagement**

- Model the integration of pastoral care within an interdisciplinary healthcare team.
- Provide direct pastoral care to patients, families, and staff as part of professional chaplaincy responsibilities.
- Contribute to the development and refinement of CPE curricula, ensuring alignment with CPSP's commitment to clinical pastoral formation.
- Foster a hospitable and engaging learning environment that is reflective, dialogical, and responsive to the unique needs of trainees.

### **Administrative & Organizational Responsibilities**

- Assist in maintaining documentation and compliance with Clinical Pastoral Training (CPT) program standards.
- Participate in faculty and departmental meetings, offering insights gained through supervisory training.
- Support accreditation efforts and uphold CPSP's professional and ethical standards.
- Assist with recruitment, orientation, and evaluation of CPE trainees.

## **Qualifications**

### **Required**

- Master of Divinity (MDiv) or an equivalent theological degree.
- Completion of at least four units of CPSP-accredited Clinical Pastoral Training.
- Endorsement or recognition from a faith community.
- Experience providing pastoral care in a clinical or congregational setting.
- Enrollment in a CPSP-accredited CPE supervisory training program.
- Strong interpersonal, reflective, and leadership abilities.

### **Preferred**

- Board certification (or eligibility) as a clinical chaplain through a recognized pastoral care organization (e.g., CPSP, BCCI, APC, NACC, NAJC).
- Experience in adult education, clinical supervision, or group facilitation.
- Familiarity with psychodynamic theory, family systems, and interpersonal process in education.

### **Key Competencies**

- Capacity for deep personal reflection and professional self-awareness.
- Strong oral and written communication skills.
- Ability to navigate interpersonal and group dynamics with authenticity and relational intelligence.
- Commitment to CPSP's covenant of collegiality, mutual accountability, and theological depth in pastoral training.
- Skill in integrating clinical, theological, and psychological perspectives in CPT supervision.

This role provides a unique opportunity to develop as a CPT Supervisor within CPSP's relational and psychodynamic model of pastoral supervision. The SIT will gain hands-on experience in clinical pastoral training while refining their supervisory approach, deepening their clinical wisdom, and preparing for certification as a CPSP Diplomate Supervisor.

