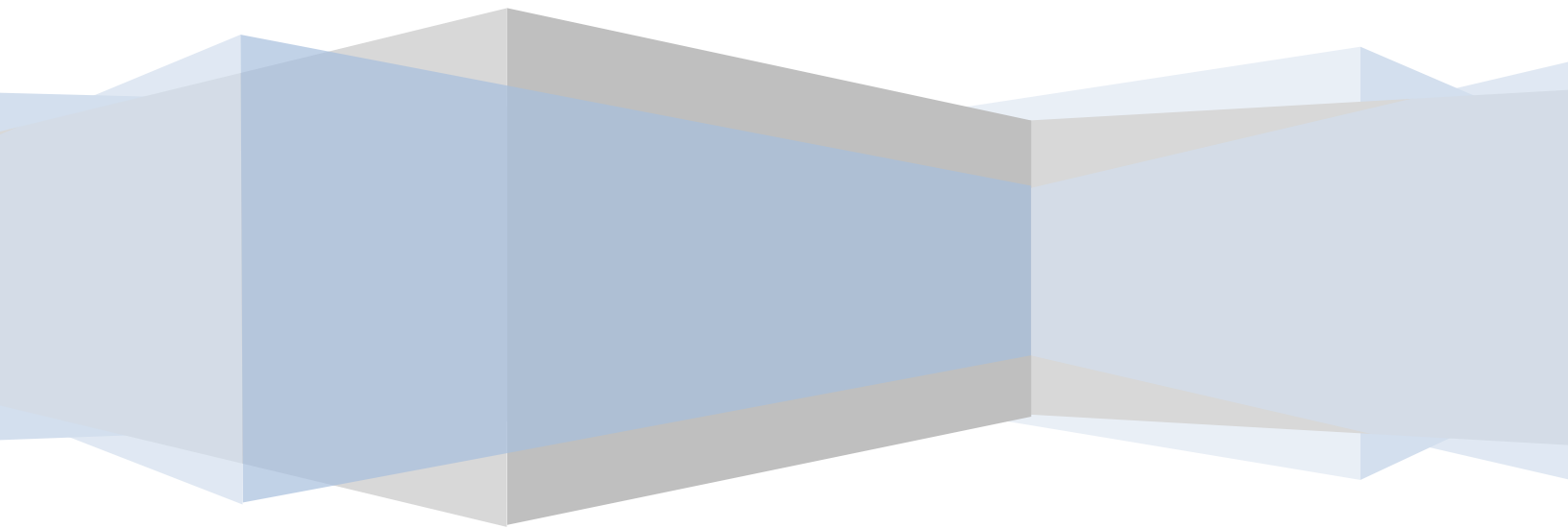


ACPE

PROFESSIONAL ETHICS RESOURCES FOR CPE Supervisory Students

INTRODUCTION

As an organization ACPE has adopted a **Code of Ethics** which helps to guide our conduct as supervisors. Students in Supervisory CPE need to learn early in their educational process not only what our Code of Ethics says but also what it means in the conduct of their life as supervisors. To that end our Standards for Supervisory CPE specify the expectation of competence in “professional and organizational ethics.” Therefore the Professional Ethics Commission offers these materials to aid in the construction of a curriculum for Centers conducting Supervisory CPE.



**PROFESSIONAL ETHICS RESOURCES
FOR CPE SUPERVISORY EDUCATION**

Prologue: Foundational Assumptions for CPE Supervisory Ethics

- A. The relationship between the clinical supervisor and the student is of critical importance in the development of competent and responsible supervisors.
- B. A primary ethical issue in supervision is that of managing the rights of supervisees and the responsibilities of supervisors. The objectives of ethical action in supervision are those of empowering the supervisee to
 - 1. express expectations,
 - 2. make decisions, and
 - 3. become an active participant in the supervisory process.
 - 4. Specific rights of supervisees include:
 - a. sessions free of unwanted distractions
 - b. To be fully informed of the supervisor's approach to supervision
 - c. Confidentiality with regard to supervisee's disclosures, and clear explanation of the limits of confidentiality within the training context.
 - d. Continual access to any records maintained during the supervisory relationship
 - e. Ability to provide feedback to the supervisor concerning the helpfulness of supervision
 - f. To seek consultation from other professionals as necessary.
 - g. Informed consent regarding supervision is as essential as informed consent in counseling.
 - h. Supervisees have the right to begin their supervisory experience knowing the conditions that dictate their status and progress.
 - i. Supervisees need to clearly understand what their responsibilities are and what the supervisor's responsibilities are.
 - 5. Responsibilities of Supervisors
 - a. Teaching and modeling ethical and professional behavior.
 - b. Having attained qualifications necessary for supervision and providing adequate supervision
 - c. Stating the purposes and nature of supervision
 - d. Negotiating mutual decisions about the needs of Students
 - e. Performing the role of teacher, counselor or consultant as those roles are appropriate
 - f. Clarifying the supervisory role
 - g. Promoting competency for supervisees
 - h. Integrating knowledge of supervision with one's personal style
 - i. Interacting with Students in a manner that facilitates their self-exploration, problem-solving ability, and confidence.
 - j. Promoting the knowledge and skills required to effectively work with clients from ethnically and culturally diverse populations
 - k. Assisting supervisees to recognize their personal limitations to protect the welfare of the persons ministered to by supervisees.
 - l. Being well informed about the populations ministered to by supervisees as well as those individuals whose ministry relationships with the Student become significant.

- m. Being familiar with the goals and techniques being employed by supervisees
- n. Demonstrating alertness to subtle cues that indicate a person being ministered to may be at risk
- o. Maintaining confidentiality of persons ministered to.

¹ Drawn principally from Corey, Gerald; Marianne Schneider Corey and Patrick Callanan. Chapter 9 "Issues in Supervision and Consultation" in Issues and Ethics in the Helping Professions. New York: Brooks/Cole Publishing Co., 1998. ISBN: 0-534-34689-8 (Student Video and Workbook also available)

**PROFESSIONAL ETHICS RESOURCES
FOR CPE SUPERVISORY EDUCATION**

Suggestions for Interview and Selection of Supervisory Students

- A. Require applicants to complete an “Accountability for Ethical Conduct” form as part of materials submitted for application to supervisory education. (1)
 - B. Develop a mechanism for evaluating and responding to disclosures of ethics charges which maintain confidentiality while providing for due deliberation of applicant’s qualification to enter supervisory training.
 - C. Include language in the acceptance letter / training agreement that clearly articulates the center’s expectations with regard to the Student’s ethical conduct.
 - D. *In the Interview:* Explore the applicant’s understanding of the ethical dimension of her/his pastoral practice, awareness of the ethical demands operating in his/her training experience (student/supervisor rights and responsibilities). Possible topics for inclusion in the interview:
 - a. Understanding of CPE Student Rights and Responsibilities.
 - b. Capacity to define and maintain appropriate boundaries in pastoral relationships.
 - c. Understanding of the concepts of Dual Relationships and Conflict of Interest in the pastoral relationship.
 - d. Ability to articulate the requirements for and limitations of confidentiality in pastoral relationships.
 - e. Understanding of the need for informed consent in the pastoral relationships and the CPE educational format.
 - f. Understanding of the concept and general applications of Due Process in the educational context (applicant’s understanding of the CPE Center’s disciplinary process, including the center’s appeal and grievance procedures).
 - g. Understanding of situations specifically requiring communication and consultation with one’s CPE Supervisor around professional ethics issues.
- (1) An “accountability for ethical conduct” statement (currently required by the Association of Professional Chaplains and under consideration by ACPE for its Certified Supervisors) requires signees to disclose past charges and/or findings of ethical violations that have been lodged against an individual. The form may also require the signee to promise to notify the CPE Center of any future charges of ethics violations that may arise within the context of her/his other professional, religious or denominational affiliations.

**PROFESSIONAL ETHICS RESOURCES
FOR CPE SUPERVISORY EDUCATION**

Professional Ethics in the Beginning Phase of Supervisory Education

(From Acceptance into Supervisory Education to Certification as a Supervisory Candidate)

- I. Goals of ethics education for CPE Supervisory Students
 - A. To assist the beginning student in Supervisory Education to refine and integrate her/his understanding of pastoral ethics with her/his practice of pastoral care.
 - B. To acquaint the supervisory education student with core program components which safeguard the ethical rights of CPE participants, particularly those core components which deal with confidentiality (and the limits thereof) and informed consent.

- II. Possible Curriculum Components
 - A. Didactic Seminar or Interdisciplinary Presentation on Foundational Issues in Professional Ethics.
 - B. Regular Professional Ethics Case Presentation as part of Supervisory Peer Group Process.
 - C. Formal review of the ACPE Code of Ethics, the Professional Ethics Manual, and the Center's Disciplinary and Grievance Process.
 - D. Required reading and review of selected books and/or articles on clergy ethics (see Professional Ethics Bibliography).
 - E. Inclusion of a paragraph identifying possible Professional Ethics Issues in the evaluation section of any observation and process summaries required of the supervisory student.

PROFESSIONAL ETHICS RESOURCES FOR CPE SUPERVISORY EDUCATION

Ethics Education in the Initial Phase of Supervisory Candidacy

- a. Goals
 - i. To assist the Supervisory Candidate to build on and to extend her/his pastoral ethic toward the development of her/his professional identity as a developing pastoral educator.
 - ii. To assist the Supervisory Candidate to develop a clear understanding of the ethical dimension of the Supervisory candidate-supervisor relationship, specifically including the supervisor's ethical obligations to supervisees and to the people whom they serve.
 - iii. Assist the Supervisory Candidate to clarify professional boundaries and management of multiple roles (1) in supervisory relationships.

- b. Possible Curriculum Components
 - i. Panel presentation by interdisciplinary group on ethical implications in training professionals.
 - ii. Each supervisory candidate makes a presentation of one dimension of professional ethics in pastoral education to SIT peer group.
 - iii. The Supervisory Candidate develops a statement delineating the distinct roles supervisors are called upon to play and an ethical rationale for choosing specific roles in specific circumstances.
 - iv. The Supervisory Candidate articulates an understanding of the three legal considerations in supervision: informed consent, confidentiality (and its limits) and liability.
 - v. The Supervisory Candidate identifies strengths and limitations in establishing and negotiating relationships and proper boundaries with supervisees.
 - vi. The Supervisory candidate identifies influences in her/his personality and background that influence her/his supervisory relationships; uses this developing knowledge to inform selection and use of available roles in supervision.
 - vii. The Supervisory candidate develops awareness of and establishes dialogue with peers and supervisor/s around issues of collegiality, boundaries and multiple roles in supervisory relationships.
 - viii. The Supervisory candidate focuses ethics evaluation of supervisory process on supervisory roles and supervisory boundaries (a required evaluation component in The Supervisory candidate's written supervisory process summaries).

(1) CPE Supervisors routinely relate to students out of distinct roles in the educational process (e.g., manager, teacher, coach, facilitator, consultant). The capacity to identify the distinct role required in a given context and to understand the ethical implications for clearly communicating and responding to CPE students out of those roles represents an important aspect of developing competence in CPE supervisory education.

**PROFESSIONAL ETHICS RESOURCES
FOR CPE SUPERVISORY EDUCATION**

Ethics Education in the Mid-Phase of Supervisory Candidacy

- I. Goals:
 - A. To assist the Candidate to utilize her/his developing theory of professional ethics as a primary resource for enhancing his / her developing supervisory position statements.
 - B. To facilitate the Candidate's understanding of the role supervisors play in the overall establishment of a professional work and learning environment and of the responsibilities they carry for insuring mutual respect for the dignity of persons in the small process group.
 - C. To enable the Candidate to develop effective ethical strategies for dealing with disciplinary issues that arise with regard to Student conduct, participation in the learning process and work performance.
 - D. To develop competence in engaging and utilizing diversity of all kinds as a primary learning resource, particularly religious, gender, ethnic and cultural diversity

- II. Possible Curriculum Components:
 - A. Make multicultural training a recurring component of both Residency and supervisory education programs. Utilize a consistent variety of resource persons from the clinical setting and from the community.
 - B. Develop a Skills for Group Facilitators component of Supervisory education that enables Candidates to role play intense or particularly difficult situations in group well before the skills are actually needed.
 - C. Invite Human Resources or Management personnel well-known for their effectiveness in dealing with disciplinary issues to present to Candidates. Alternatively, require the SIT to interview several professionals in the HR/Management field about strategies for effective disciplinary practices.

**PROFESSIONAL ETHICS RESOURCES
FOR CPE SUPERVISORY EDUCATION**

Ethics Education for the Late Phase of Supervisory Candidacy

I. Goals:

- A. Assist SIT to develop the capacity for program management that proactively creates an ethically competent learning environment.
- B. Enables Candidate to develop a style of supervision that models ethical behavior and decision making for supervisees.
- C. Assists SIT to exercise capacity to actively share and alertly clarify (as needed) one's model of education and approach to training.
- D. Enables SIT to understand and appropriately utilize ethical standards for providing consultation (as distinct from supervision) to students and to colleagues.
- E. Enables SIT to recognize supervisee impairment and to assess for and intervene to preserve the welfare of supervisee and those to whom he/she is ministering

II. Possible Curriculum Components

- A. Candidate develops and shares a current, relevant bibliography dealing with clergy, professional and supervisory ethics.
- B. Candidate develops curriculum components for each CPE program that focuses on clergy and professional ethics.
- C. Candidate incorporates appropriate focuses on clergy and professional ethics issues in her/his supervision of students and facilitation of CPE student groups.
- D. Candidate adopts and consistently utilizes an effective model for professional ethics decision making in her / his practice of program management and supervision of students.
- E. Candidate consistently self-identifies and appropriately utilizes her/his primary supervisor and peer group to discuss professional ethics issues in her/his practice of supervision.
- F. Candidate displays critical purchase of professional ethics vocabulary and decision making processes and is able to utilize that vocabulary to initiate effective learning dialogue with colleagues, peers and supervisees.

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<http://www.advocateweb.org/hope/default.asp>
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<http://www.advocateweb.org/hope/spiritualhealing.asp>
- Exploitation by Clergy http://www.advocateweb.org/hope/articles_clergy.asp

- Faith Trust Institute (formerly Center for the Prevention of Sexual and Domestic Violence).
<http://www.faithtrustinstitute.org>
- Understanding Workplace Discrimination and other Diversity issues
<http://www.discriminationattorney.com/index.html>
- Council On Spiritual Practices Code of Ethics
<http://www.csp.org/development/code.html>
- Center for the Study of Ethics in the Professions (contains a link to numerous online professional codes of ethics, including ministerial codes)
<http://www.iit.edu/departments/csep/>
- Cary M. Maguire Center for Ethics and Public Responsibility SMU's Ethics Center
http://www.smu.edu/ethics_center/

Other Resources

Faith Trust Institute (formerly Center for the Prevention of Sexual and Domestic Violence (CPSDV). 2400 N 45th Street #10, Seattle, WA 98103. (206) 634-1903 Fax: (206) 634-0115. Web site: <<http://www.faithtrustinstitute.org>>

Faith Trust Institute has produced several excellent videotapes:

1. Not in My Church. □The story of one church faced with a betrayal of trust by its minister . . . a story that could happen in any Church."
2. Not in My Congregation. Same video as above, but geared more specifically to Jewish congregations.
3. Once You Cross the Line. □A training tape on preventing clergy misconduct: sexual abuse in the ministerial relationship" [This is an excellent training film]
4. Broken Vows. "Religious Perspectives on Domestic Violence" [Not specifically ethics but an excellent video nonetheless]
5. A Sacred Trust: Boundary Issues for Clergy and Spiritual Teachers. This is a video series that covers many ethical issues.

In the Apocrypha: Susanna

Compiled by Janet Lutz and Mark Grace, Professional Ethics Commission, 2003.