



CASC / ACSS

Canadian Association / Association canadienne
for Spiritual Care / de soins spirituels

COMPETENCIES OF CASC/ACSS CERTIFIED SUPERVISOR-EDUCATORS

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CASC/ACSS is committed to education, certification and research in support of spiritual care professionals in their practice of spiritual care, psycho-spiritual therapy and education.



CASC/ACSS

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INTRODUCTION

CASC/ACSS recognizes Supervised Pastoral Education (SPE) Supervisor-Educators in the areas of Clinical Pastoral Education (CPE) and Pastoral Counselling Education (PCE).

There are two categories of supervisory recognition within CASC/ACSS:

Provisional

A Provisional Supervisor-Educator is a person who is certified in their field of specialization as either a Psycho-Spiritual Therapist or a Spiritual Care Practitioner and has achieved formal admission to learn the theories and competencies required to supervise SPE and who supervises students under the supervision of a CASC/ACSS Certified Supervisor-Educator.

Certified

A Certified Supervisor-Educator is a person who has demonstrated supervisory competence in the field of SPE and is able to conduct SPE programs in keeping with the standards of CASC/ACSS. CASC/ACSS recognizes supervisors in the areas of Spiritual Care (CPE) and Psycho-Spiritual Therapy (PCE).

1. CONCEPTUAL KNOWLEDGE OF CLINICAL SUPERVISION

Demonstrates knowledge in theories and methodologies related to SPE supervision drawn from adult education, spiritual/religious understanding, the behavioural sciences, and professional and organizational ethics.

- 1.1. Articulates an understanding of methodologies for clinical supervision grounded in the professional literature.
- 1.2. Develops and articulates a philosophy of SPE based on adult learning models relevant to the supervision of individuals and groups that is congruent with the distinct professions of spiritual care and psycho-spiritual therapy.
- 1.3. Demonstrates a thorough understanding of human diversity and the ability to supervise out of this conceptual knowledge, integrating principals of intercultural competency, human rights and anti-racism. Supervises from an awareness of how various dynamics related to ethnicity, culture, religion, gender, and class operate consciously as well as unconsciously at interpersonal, intrapersonal and systemic levels.
- 1.4. Articulates an understanding of organizational culture and systems within which SPE program development can occur and is conversant about how to develop various elements of an SPE program.
- 1.5. Articulates an understanding of various types of trauma (e.g. complex or repetitive; intergenerational) and implements a trauma-informed approach to SPE program design, group facilitation and supervision. The reason for this is to ensure the safety of students and to guide their ability to provide trauma-informed spiritual care or spiritually integrated counselling / psychotherapy.



2. APTITUDE IN SPE PROGRAM DESIGN, IMPLEMENTATION AND ADMINISTRATION

Demonstrates an ability to design, implement and manage a program of SPE based on educational principles appropriate to experiential learning and that integrates the CASC/ACSS core competencies.

- 2.1. Understands and articulates CASC/ACSS guidelines, regulations and procedures as found in the Code of Ethics and Professional Conduct, the Standards for Certification, the Standards for Accreditation in securing program approval, the Standards of Practice for Certified Members and the Standards of Practice for Supervisor-Educators, and their relevance to students' clinical practice and progress toward certification.
- 2.2. Draws on and effectively uses a wide variety of clinical education methods program resources for SPE students' learning (e.g. client aggregates, spiritual care/psycho-spiritual therapy colleagues, interdisciplinary staff and consultants, community agencies, administrative structures, etc.).
- 2.3. Assists diverse students in taking responsibility to formulate a plan of learning and to evaluate the results of the learning experience.
- 2.4. Integrates the Competencies of CASC/ACSS Certified Professionals into the education material and their supervisory practice.
- 2.5. Understands and articulates how social locations, systems and structures can affect students' spiritual care/psycho-spiritual therapy practice, learning and the educational context. Attends to diverse needs of students including attention to learning styles and accommodation of learning differences. Demonstrates an understanding of how colonization in Canada and demography must factor in when designing SPE programs contextual to the needs of the region in which they teach and seeks engagement with Indigenous healers and/or Elders in SPE content related to Indigenous peoples.
- 2.6. Articulates, understands, and complies with legislated regulations and expectations of career colleges or educational institutions within their province or jurisdiction such as employment standards acts, consumer protection acts, and human rights codes.

3. ENGAGEMENT IN THE SUPERVISION OF INDIVIDUAL SPE STUDENTS

Demonstrates an ability to assess and relationally engage individual SPE students such that the student's clinical learning, personal awareness, reflection on spiritual/religious theories, and professional competency is furthered and optimal integration can occur.

- 3.1. Understands the individual student through awareness of the student's cultural, religious and spiritual history and experiences of trauma. Assists the student to understand how these factors may operate across a range of contexts, including interpersonal, intrapersonal and systemic levels, both consciously and



unconsciously. Is sensitive to and respectful of the student's psychological and psychosocial patterns and individual learning style.

- 3.2. Assesses the individual student's spiritual care/psycho-spiritual therapy and personal resources, and engages them moving toward a viable spiritual care practitioner/psycho-spiritual therapist professional identity.
- 3.3. Responds flexibly to individual students, using a wide range of supervisory methods and strategies with particular attention to enabling students to develop an optimal and measurable plan for learning which is reviewed regularly.
- 3.4. Uses the strengths and limits of one's own personality and personal history as teaching tools and as resources in shaping one's supervisory style.
- 3.5. Assesses students' performance and growth according to the requirements of CASC/ACSS Standards including a formal written mid-unit assessment.

4. FACILITATION OF SPE GROUP SEMINARS AND RELATED ACTIVITIES

Demonstrates knowledge of group process, and skills for group supervision. This will include the ability to facilitate the shared review of students' clinical documents, personal/professional development, skills integration, and ability to use the peer group for learning.

- 4.1. Facilitates the development of group interpersonal relationships and interactions to optimize learning in the safe and effective use of self.
- 4.2. Assists the group and enables individual group members to use their response to the program as a learning experience for their ongoing development as reflective practitioners and therapists.
- 4.3. Draws upon a wide range of clinical education methods such as IPR, verbatims, audio/videotaped interviews, team interaction, administrative meetings, clinical seminars, didactic seminars, case conferences, the practice of counselling, and supervisor-student sessions.
- 4.4. Attends to and navigates group dynamics (e.g. overt and covert conflict, unengaged member, dominating member, critical conversation).
- 4.5. Draws on and effectively uses a wide variety of clinical education methods program resources for SPE students' learning (e.g. client aggregates, spiritual care/psycho-spiritual therapy colleagues, interdisciplinary staff and consultants, community agencies, administrative structures, etc.).

