

TCC Clinical Pastoral Education

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I. Acceptance Policy

A. Purpose

The Chaplaincy Center (TCC) values diversity, respect, and learning potential. In our commitment to embody these values, the CPE program does not discriminate against persons in its admission process and in fact encourages diversity of race, gender, age, faith tradition, national origin, sexual orientation, and physical ability in its programs.

B. Policy

The Chaplaincy Center shall not discriminate against any individual for reasons of race, gender, age, faith group, national origin, sexual orientation, or physical disability. Equal access to educational opportunities is extended to all qualified persons in keeping with the *Standards* of ACPE. (STANDARD 304.1, 307)

This policy notwithstanding, all students accepted in the program shall be able, with reasonable accommodation, to physically perform the duties as contained in the individual position description. At all levels, the CPE student needs to sustain sufficient physical and emotional health to deliver pastoral care. The student must demonstrate the capacity to consistently establish and maintain relationships at significant levels and be open to learning, change, and growth. The CPE student must demonstrate a capacity to endure at least moderate amounts of chaos, which is a normal part of institutional culture.

C. Prerequisite

The student who seeks admission to the CPE program at The Chaplaincy Center needs, as a prerequisite, an educational background sufficient to enable this student to engage in the various program activities successfully. The students need a workable competence in the theology of their own faith.

In addition, the student needs:

- To be in good emotional and physical health
- To have a capacity for relationship
- To be open to change and growth
- To be open to learning

D. Criteria for Acceptance into TCC Programs

In creating a learning group, the Supervisor seeks as much diversity as possible. Diversity representation includes, but is not limited to, faith tradition, age, sexual orientation, culture, ethnicity, prior CPE experience, and gender.

The Chaplaincy Center does not accept students into units of CPE until all current units are completed.

The Chaplaincy Center does not accept students who are concurrently enrolled in another CPE program.

TCC accepts many different kinds of students based on the following: (ACPE STANDARD 307.3)

- Candidates that have clear learning objectives, emotional and spiritual maturity, an understanding of process education, and openness for learning.
- Candidates who have strengths in the following areas: ability to relate to others, openness to sharing thoughts and feelings, sensitivity to the emotional environment surrounding them, and either experience with or an aptitude for theological reflection.
- Graduation from high school or GED or ordination in a faith community or commission to function in ministry by an appropriate religious authority as determined by ACPE. (ACPE STANDARD 307.3)
- Graduation from a four-year college or university is preferred. (Life and work experience may be granted equivalency status on a case-by-case basis.)
- Sufficient theological study to allow for in-depth reflection upon spiritual and religious issues that arise within the CPE curriculum. (Life and work experience are considered on a case-by-case basis.)

Candidates offered positions are notified in an acceptance letter. The acceptance letter includes the following enclosures:

- Start and end dates
- Video consent form
- Financial Policy including tuition
- Orientation Policy
- Information Policy
- Immunization Requirements
- Maintenance of Student Records Policy

E. Procedure

1. The candidate must complete and submit an ACPE, Inc. application form including accompanying materials to The Chaplaincy Center. (ACPE STANDARD 307.1)

Once TCC receives the complete application the prospective student is informed of receipt of their application within 10 working days.

A complete application is the standard ACPE cover sheet filled in entirely, the required written materials, and at least two written references.

2. Once the application is complete it is given to the educator in charge of the unit who will arrange an interview with the candidate to determine a candidate's readiness for clinical training. Applicant is contacted to arrange the interview date within 30 days of receipt of the application. (ACPE STANDARD 307.2)

A team (at least two people) of CPE supervisors, Supervisory Education Students, staff, and mentors conducts interviews. An interview report form is completed and kept with the application until a decision is made about acceptance. If accepted this becomes a part of the temporary file.

3. TCC does not keep admission materials for students not accepted into the program. TCC returns admission materials to the applicant upon request or shreds documents upon the beginning of the unit. TCC does not return confidential reference forms. Reference forms are destroyed if an applicant withdraws their material from consideration.
4. The supervisor, in consultation with the interviewing team, clinical site mentors, and taken student preference into consideration, will determine CPE Placement.

F. Requirements For Admission To TCC Supervisory Education

- Completion of Master of Divinity degree, or equivalent, as determined by the Association of Professional Chaplains or the Association for Clinical Pastoral Education
- Four (4) units of clinical pastoral education (at least two units of successfully completed Level II CPE) (ACPE STANDARD 307.6.2)
- Ordination or ecclesiastical endorsement for ministry from sponsoring faith community (ACPE STANDARD 307.3)
- Experience in professional ministry (ACPE STANDARD 307.6.1)
- A strong sense of pastoral identity and functioning within ministry, including awareness of pastoral style and its congruence with theological beliefs (ACPE STANDARD 307.6.1)
- Successfully meeting CPE Level II Outcomes as documented in the Supervisor's evaluation or assessed in a Readiness Consultation. (ACPE STANDARD 307.6.3)
- Demonstrated familiarity with the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (ACPE STANDARD 307.6.4)
- Demonstration of membership in ACPE, Inc. (ACPE STANDARD 307.6.6)

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II. Students' Rights and Responsibilities

A. Purpose

To ensure The Chaplaincy Center is providing clear guidelines in reference to student rights and responsibilities, to provide clear communication between the CPE program, faculty, and students, and to ensure the *Standards* of ACPE are met. (STANDARD 304.8.)

B. Policy

It is the policy of The Chaplaincy Center CPE center to uphold the rights and affirm the responsibilities of students in Clinical Pastoral Education.

C. The rights of CPE students include:

- Confidentiality within the CPE program
- A fair procedure for handling complaints that is consistent with ACPE *Standards*
- A learning atmosphere of respect and support without discrimination based on race, gender, age, faith group, national origin, sexual orientation, or ability
- Orientation, including the review of all center and ACPE policies
- A handbook which contains all written documentation of center and ACPE policies
- Clearly communicated expectations for the student concerning the provision of ministry
- Initial expectations communicated through the individual acceptance letter, sent out before beginning of each initial unit with unit specifics, including:
 - ▷ Dress code policy
 - ▷ Absentee policy
 - ▷ Position description
 - ▷ Video taping policy and release form
 - ▷ Health screening requirements to be done prior to orientation
 - ▷ Unit fees, dates, and times of the unit
 - ▷ Information Access Policy (annual notice)
- Feedback on paperwork and pastoral care given in a timely and regular fashion, which will be defined by each Supervisor at the beginning of the unit
- A learning contract negotiated with the Supervisor and possibly shared with the peer group, that clearly outlines the student's learning covenant

- Supervision from a CPE Supervisor, Associate Supervisor, Supervisor Candidate, or an authorized Supervisor-in-training who provides evaluative feedback
- An assignment to a population that provides significant opportunity for the learning and practice of pastoral care
- Access to educational resources including didactic sessions, libraries, and resource persons with specialized knowledge
- A written Supervisor's Final Evaluation within 45 days of the completion of the unit
- An opportunity to negotiate with the Supervisor for a rewording of the Supervisor's Final Evaluation or to add an addendum if it does not represent the student's perspective of their educational experience
- Confidentiality of the student's official record, with the student retaining the right to allow any duplication or distribution of that record to third parties. The Chaplaincy Center will not release any document without written permission of the student or his/her legal representative
- A confidential exit interview or exit interview process that will enable the student an opportunity to evaluate the program and will assist the organization with quality management feedback
- Referral to counseling, and referral to other resources

D. The responsibilities of CPE students include:

- To respect the confidentiality and right to privacy of patients, clients, their family members, placement staff, CPE peers and Supervisor
- To support an atmosphere of respect and support, for all people in the placement or site community without discrimination based on race, gender, age, faith group, national origin, sexual orientation, or disability
- To be accountable for the delivery of professional services to assigned institutional populations in a responsible and timely manner
- To submit appropriate documentation of services including time sheets and pastoral visit statistics
- To complete, in a timely fashion, the requirements of the course including paper work, presentations and clinical work
- To communicate about one's work and about oneself in individual supervision with the Supervisor, and in group supervision with one's peers and Supervisor for the purpose of personal and pastoral growth
- To negotiate a learning contract for each unit of CPE
- To conduct oneself with integrity in all aspects of the program
- To know and follow TCC's and the clinical placement's code of ethics
- To maintain appropriate personal and professional boundaries within the placement setting and CPE program

- To adhere to the policies of the individual placement, including dress codes and professional demeanor
- To maintain open communication with your Supervisor and mentor. If a problem arises, notify your Supervisor or mentor
- To make your learning needs known. To request consultation when needed especially in regards to resume preparation and job searches
- To provide appropriate notice of withdrawal from the program
- To process decisions with the Supervisor and group when participation in a curriculum aspect of the program is problematic, so that resolution might occur
- To report programmatic or educational concerns to a Supervisor, the Director of CPE, TCC Administrator, or Mentor and to the Executive Director

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III. Orientation Policies

A. Purpose

To assure that the CPE student is prepared to engage in learning to the best of his/her ability.

B. Policy

The Chaplaincy Center will provide each CPE student with a complete orientation process to assure that the expectations of the educational paradigm are clear and accessible, and that the clinical responsibilities are fair. This orientation provides the student the opportunity to learn in a productive environment. (ACPE STANDARD 303.8)

C. Procedure

1. Handbook

A TCC handbook is available to students during the first week of the unit. It includes administrative information, CPE policies and procedures, and Curriculum/syllabus information. It will be of professional quality. During the orientation week, the handbook discussion with questions and answers occurs in class.

2. Introductions

A significant part of CPE is the relational learning atmosphere that we seek to provide. The coming together of the group is a very important aspect to the learning paradigm. During the first week, students will meet each other, Supervisors, mentors, and other staff and faculty of The Chaplaincy Center. There will be time for everyone to introduce him- or herself; each Supervisor does this in a different manner. We encourage students to take time to eat together, to meet the staff, and to enjoy their learning experience.

3. Administration

During the first week, The Chaplaincy Center introduces students to the policies and protocols that TCC intends to make this experience as fruitful as possible. Students have been asked to arrive with, or arrange with us for, documentation such as an approved background check, immunization records, etc, that will facilitate the student's integration into the system of the hospitals. Students are given parking instructions, badges, volunteer forms, etc, during the first days.

4. Clinical experience

During the first week of CPE, you meet your clinical site mentor who will orient you to the hospital or organization within which you will be learning. Each institution has a handbook in The Chaplaincy Center library, as well as in the institution office for student's information. If you would like a copy of that material, you will need to request one. The institution handbooks are available for students to use on site and off. (ACPE STANDARD 301 - 306)

D. Facilities

The facilities of The Chaplaincy Center and partner institutions are where CPE occurs. The facilities are diverse and available to students whenever students are in need. The main

office and the offices of TCC Administrator Philips and Executive Director Reverend Hayes are on the third floor of Gerry House, along with the library and conference room. The conference room/library is used for CPE and staff meetings. On the fifth floor of Gerry House is another group room as well as the offices of CPE Director Reverend Kessler and of Supervisory Education Students Villamar and Weber. The other main spaces used when needed are the main floor in Gerry House, which is used for large meetings, and the Radiology School of Rhode Island Hospital, which is used for small and large groups and is near the hospital at Davol Square. (ACPE STANDARDS 303.6)

E. The Chaplaincy Center lines of authority

The Chaplaincy Center is a non-profit organization run by a Board of Directors that meets regularly. The Board guides, sets policy, supports and challenges us to be the best we can be as an organization.

Rev. Hayes, the Executive Director reports directly to the Board, and has responsibility for the administration of the organization. She is as active in the CPE program as time allows. She is also responsible for fundraising, administrative affairs, maintaining and developing contracts, and all staffing issues.

Ms. Phillips, the Administrator, reports directly to the Executive Director, and is responsible for Communication, Administration, payroll, insurance, outreach, and marketing.

Rev. Kessler, Director of CPE reports directly to the Executive Director, and is responsible for the CPE program, interviewing, maintaining standards, recruiting and educating.

Mentors, report directly to the Executive Director for Clinical performance and to the Administrator for policy and procedure and administrative compliance. Mentors are responsible for all Clinical responsibilities in student placements. (ACPE STANDARDS 301.1)

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IV. Financial Policies

A. Purpose

To ensure that the CPE program has a systematic and fair financial policy that is consistent with ACPE policy. (ACPE STANDARD 304.2.)

B. Policy

The Chaplaincy Center will provide each potential CPE student with a copy of the tuition policy upon request.

C. Procedure

1. Tuition

Chaplaincy Center CPE students are expected to pay a tuition fee for CPE. Tuition is due by the first day of each CPE unit. Currently tuition for a CPE unit at The Chaplaincy Center is \$850 per unit and \$2000 for students not serving in Chaplaincy Center clinical sites. The tuition for the 9-month Residency Program is \$1,200, which consists of three (3) CPE units.

2. Benefits

Several, but not necessarily all, students in the Residency program receive a stipend.

TCC does not provide health Insurance or disability coverage. Students may purchase insurance through The Chaplaincy Center.

All students are temporary contract employees or volunteers and receive free parking, badges, and access to a computer.

D. Tuition reimbursement

The Chaplaincy Center does not provide Tuition refunds after the first day of the program.

E. Withdrawal

Students who find it necessary to withdraw from the program must do so in writing or forfeit all tuitions.

Students will give notice in a professional manner. A minimum notice of 2 weeks is required. Negotiations with Supervisor and Site Mentor will determine the format for closure at clinical site and with peers.

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V. Maintenance of Student Records

A. Purpose

To ensure that the Clinical Pastoral Education program maintains student records in a manner, which addresses confidentiality, access, content, custody of student records, and custody of student records should the center be without a Supervisor and /or accreditation. (ACPE STANDARD 304.4)

This ACPE Center guarantees to its students the rights to inspect and review education record, to seek to amend them, to specified control over the release of record information, and to file complaints against the program for alleged violations of these Family Education and Privacy Act (FERPA) rights.

B. Policy

TCC shall maintain records in a manner consistent with (ACPE STANDARD 304.4)

Student records are released only with the written consent of the student.

Student records include any record (paper, electronic, video, audio etc) directly related to the student from which the student's identity can be recognized; and maintained by the educational program.

The official record will consist of: the application face sheet, the CPE Supervisor's written evaluation report, and the student's own written evaluation report.

Material written by students, which contain information about other persons, such as verbatims and case histories, are destroyed unless used for pastoral research with permission from the student.

Supervisory notes, which may contain written reflections of the student and be commented on by the Supervisor, are not a part of the official record and are the property of the Supervisor.

The Chaplaincy Center does not keep verbatims and other documents produced by students and therefore encourages students to maintain their own file of CPE materials for future use.

C. Procedure

The Chaplaincy Center maintains student files for a period of ten years. After that period, the file contains only a face sheet and all other material shredded. The student has the responsibility to maintain his/her own file for future use.

The Chaplaincy Center will not keep a permanent file with evaluation reports past the ten-year limit.

Evaluation reports are released from the file with a written release from the student or his/her legal representative.

Student files maintained in locked cabinets within The Chaplaincy Center's offices.

Health records kept in the Administrator's locked personnel file are not a part of the student record. Their release is subject to HIPPA and ADA release requirements.

Access to student records is restricted to the Executive Director, Supervisory Staff, and the office manager. [Exception: the file is available in a complaint or appeal involving the student involved or legal action.]

In the event that the Clinical Pastoral Education program should cease to exist, student records physical location is with the Northeastern Accreditation Committee Chairperson.

Students may request in writing additional copies of their final evaluation. Students are informed of this policy and it is written in each final evaluation.

A student has the right to object to record content. If not negotiable, the written objection becomes a part of the record.

Violations of these protocols are to be reported to the Chair of Accreditation Commission at: ACPE, 1549 Clairmont Road, Suite 103, Decatur, GA 30033.

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VI. Information Access

A. Purpose

The Chaplaincy Center will provide clear information to students concerning confidentiality, access to records and release of information. This policy also fulfills ACPE's requirement of an annual notice. This specific policy is a result of ACPE's requirement of an annual notice. This information is also stated in other policies, such as Maintenance of student records, student rights and responsibilities, and is repeated here for accreditation clarity (ACPE STANDARD 304.4)

B. Policy

The Chaplaincy Center addresses confidentiality of student information, which is a guaranteed right of Chaplaincy Center student. Clarification of who has access to student's records, how release of information occurs, is given to each student.

C. Procedure

1. The Information Access Policy is sent to all students with all acceptance letters, posted on the website and contained in the handbook which each student is to be oriented to during the first weeks of CPE.
 2. The Chaplaincy Center gathers contact information from students before the beginning of the CPE program and creates a contact list for CPE faculty. During orientation students have the choice to control disclosure of information to The Chaplaincy Center staff and on the website.
 3. The Chaplaincy Center guarantees to its students the rights to inspect and review education records, to seek to amend them, to specified control over release of record information, (as noted in the Maintenance of Student Record policy standard 304.4) and to file a complaint against the program for alleged violations of these, Family Education and Privacy Act (FERPA), rights.
 4. Further information on the record management protocol is noted in the Student Record Policy including:
 - Who constitutes an "education official"
 - Definition of the student record
 - What constitutes "a legitimate education interest."
 5. Student information used by persons seeking certification as a CPE Supervisor
 - *Persons Seeking Certification as a CPE Supervisor (Supervisory Education Students and Supervisory Candidates):* Persons seeking certification as a CPE supervisor shall not use personally identifying material about CPE students without the written permission of the student. Thus, either obscuring the identity of the student or the student will have given give written permission to use the material.
 - Following the action of a regional certification committee or the Certification Commission, and when the time limit for appeal has lapsed, all materials submitted about students are destroyed.
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- A regional certification committee and the Certification Commission may keep on file a face sheet of the person seeking certification, copies of all Presenters' Reports, and copies of all Action Reports on the person seeking certification. Other materials should be returned to the person seeking certification.
 - ACPE may keep on file a copy of the face sheet and regional certification committee Action Reports, copies of all Certification Commission Presenters' Reports, and copies of all Certification Commission Action Reports.
6. *Research*: If information in student records or in a CPE supervisor's records is considered of research value, and a CPE center or ACPE desires to collect and use such material for research, a release form shall be made available for the person's signature.

Violations of these protocols may be reported to the Chair of the Accreditation Commission at: ACPE, 1549 Clairmont Road, Suite 103, Decatur, GA 30033.

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VII. Library Resources

A. Purpose

The Chaplaincy Center will provide its CPE students with the resources to further their educational endeavors. In addition, to ensure that the *Standards* of ACPE are met, which requires that there be educational facilities and resources to meet educational needs including cultural diversity. (STANDARDS 303.6)

B. Policy

The Chaplaincy Center affirms the importance of access to a current and diverse base of educational resources to enhance its training and pastoral services.

In order to augment the educational and pastoral services provided by The Chaplaincy Center, a lending library is available on site that supplies information on various areas such as theology, spirituality, pastoral care, psychological development, supervisory relationships, cultural diversity, gender issues, ethics, and social justice issues etc.

The purchases of additional library materials is prioritized to maximize the breadth of The Chaplaincy Center's collection as well as to reflect a broad information base of current theory and research.

On-site access to the Internet provides another link to resource material.

The Chaplaincy Center staff refers to community educational resources as the need arises during supervision, consultation, and peer collaboration.

Staff and students have access to assigned clinical site library materials.

All staff and students have access to the Peters Medical Library on the RIH campus. Students can make copies at the library. Peters offers an extensive collection of journals and periodicals, as well as access to a large computer database for journal articles.

Specific resume preparation and job search resources are available through the Peters Library, the TCC library, and TCC staff.

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VIII. Provision of Peer Group Learning

A. Purpose

The Chaplaincy Center will not begin or conduct a Level I or II program with a peer group less than three students (a peer group of at least three CPE Level I/II students engaged in small group process and committed to fulfilling the requirements of the educational program). (ACPE STANDARD 303.5)

B. Policy

The Chaplaincy Center will conduct CPE programs with no less than three CPE students engaged in a small-group learning process and committed to fulfill the requirements of the program.

All CPE units will have a minimum of three students matriculating in a peer group learning experience.

Should the circumstances present themselves that a program has less than three students; the Executive Director chooses one of the following options to provide an appropriate learning environment.

- The merging of two extended programs that are simultaneously run by different Supervisors
- The merging of the extended program with the residency program for one day a week
- Immediate recruitment of a third resident or extended unit is a last resort but is easily available from The Chaplaincy Center's emergency response team, The Chaplaincy Center's staff, or local clergy seeking continuing education
- Immediate recruitment from several persons interested in the CPE Program for Healthcare Professionals

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IX. Provision of Certified Supervisors

A. Purpose

The Chaplaincy Center will provide Certified Supervisory Staff to assure completion of all units or programs in process, and to ensure compliance with the *Standards* of ACPE. Certified Supervisors are responsible for the oversight and program management of ACPE programs. The faculty, including ACPE Certified Supervisory Staff and adjunct resources will be of sufficient size to fulfill program goals and comprised of persons authorized by ACPE. (STANDARDS 301.3, 304.10, and 308.3.)

B. Policy

The Chaplaincy Center will employ fully credentialed Supervisors to oversee the CPE programs. Certified Supervisors are responsible for the oversight and certification of all units. (STANDARDS 301.3, 304.10, and 308.3.)

Should the Certified Supervisor be unable to continue the unit or program, The Chaplaincy Center will assure that all CPE students will be able to complete the unit with as little disruption to their routine as possible. The following options may be utilized to meet this objective:

- Another Certified Supervisor employed by The Chaplaincy Center will be assigned to complete the CPE unit with the students
- A Chaplaincy Center Certified Supervisor will coordinate supervision using Supervisory Education Students and/or Supervisory Candidates
- The Chaplaincy Center Executive Director will contract with a Certified Supervisor to complete any units or programs in progress and will inform the NERACPE Regional Director as well as the NERACPE Accreditation Chair of any supervisory changes

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X. Professional Advisory Group

A. Membership

The Board of Directors shall elect members from The Chaplaincy Center staff and the Board of Directors to the PAG. In addition, there will be at-large members, who will represent a selection from a variety of faith groups, hospital resources, and community/patient advocates. The Board of Directors approves all members. The Executive Director, CPE supervisors, and President of the Board of Directors shall be ex-officio members. The Committee shall meet at least quarterly under a Chair freely elected from among the members.

B. CPE Responsibilities for the Professional Advisory Group

Maintains working familiarity with *ACPE Standards* and *Accreditation Manual* for purposes of maintaining accreditation requirements and quality standards for the educational program. (ACPE Standard 305)

Reviews policies and procedures to ascertain compliance with *ACPE Standards* and offers suggestions to the Executive Director who has final say in determining policy.

Reviews, and provides input into, particular CPE programs (Level I, Level II, and Supervisory CPE) including curriculum and student handbooks to insure compliance with *ACPE Standards* and to provide input into quality improvement.

Individuals of the PAG serve, when requested by the Chair, as a member of an Advisory Group to investigate any student complaints not previously resolved by the CPE Supervisor and/or the Executive Director as consistent with complaint policy found in the Student Handbook.

Assists in publicizing and promoting the educational programs.

On occasion, members of the PAG will present seminars to students in an area of the member's specialty. [ACPE STANDARD 303.3]

At the conclusion of each CPE program, the PAG may participate in exit interviews with students from the program.

The PAG shall assist in reviewing all aspects of the educational process in order to ensure compliance with all *ACPE Standards*. At the time of the accreditation review if a site visit is involved, members of the PAG will meet with the site visitors as part of the review.

Other responsibilities may arise pursuant to the activities of the Board.

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XI. Program Evaluation

A. Purpose

To meet ACPE standard 305 by regular program evaluation of the CPE program in order to continue to refine, improve provide the best possible CPE program for our students.

B. Policy

The Chaplaincy Center will participate in a consultation process for quality improvement. Utilizing a professional advisory committee, a mentor program, a board of directors for oversight, and regular staff CQI initiatives TCC will continually improve its program.

C. Procedure

1. The PAG (Professional Advisory Group), meets quarterly to guide the quality initiatives that the staff implements as well as to offer consultation to the supervisory faculty and an external evaluation of exit interview data. The PAG conducts exit interviews and writes a report of their findings.
2. The findings are presented to the supervisor in charge of the unit after all students have received their final evaluation. The primary supervisor then evaluates and analyzes the feedback for programmatic changes and trends.
3. The PAG also uses its findings to conduct its own CPE programmatic evaluation
4. The Chaplaincy Center uses the standard ACPE program evaluation forms. The forms are given to students when they receive their final evaluation and are given either the time to fill them out or a stamped envelope in which to send the evaluation back for registration.
5. The Evaluations are tallied for each supervisor, as well as program in order to improve on the program offerings.

XII. Mentor Job Description

A. Purpose

The Chaplaincy Center has a unique educational system that uses mentors to work with students to share ideas and “mentor them” in their clinical area. Mentors provide vital site orientations to give students the logistical and relational foundation from which to begin providing ministry to persons. Mentors give individual attention to students who need help, assistance, debriefing of difficult cases and shadowing. They are also the key liaison in the institution in which the student is learning.

B. Policy

The Chaplaincy Center will provide a mentor for each student who serves in a TCC educational site. The mentor will orient, support, guide, and instruct the student. The mentor is a liaison with the supervisors, as to the student’s performance in the clinical site.

C. Procedure

Mentors are professional chaplains who have completed CPE and are familiar with the educational process and the challenges facing CPE students.

Mentors are in regular contact with CPE supervisors through bi-weekly meetings, email, and phone conversations. Mentors share with the supervisors their opinions, and insights, concerning students’ progress.

Mentors are bound to confidentiality within the program as far as sharing student information beyond the walls of TCC. Mentors are a part of the interdisciplinary team at TCC and therefore the sharing of information is for the education and well being of the student – similar to the students functioning as an interdisciplinary team member in the hospital setting.

Mentors are responsible to orient students to the clinical site, oversee time served for record keeping purposes as well as maintain an appropriate professional experience for the student.

Mentors are the ones responsible for the professionalism and learning in individual sites and are the ones with whom a regular schedule for weekly ministry hours is negotiated and with whom time off is scheduled.

Mentors are involved if a student is having difficulty or is on probation.

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XIII. Student Position Description

The CPE student Chaplains shall provide a minimum of twenty-four hours per week of supervised pastoral care. The student Chaplains role is to provide a compassionate spiritual care presence to patients, families, and other hospital personnel by assisting them to integrate the experience of illness, trauma, and loss with their own spiritual beliefs and convictions. As student Chaplains advance in their clinical skills, they take on increased responsibility.

Student Chaplains are clinically responsible to the designated chaplain mentor, who will be attending regular mentor meetings with the educational staff of TCC.

To perform this job successfully, an individual must be able to perform each responsibility satisfactorily with the support of CPE training and supervision.

1. Direct Care

- Provides pastoral/spiritual visits to patients and families at the Hospital/institution
- Assesses the spiritual / sacramental needs of patients and, when needed, makes appropriate referrals
- Provides pastoral care to patients, families, and staff in a manner that integrates each persons experience with his or her own spiritual beliefs
- Prays with patients and families (when appropriate) in a manner that is sensitive to the patient's and family's spiritual beliefs
- Serves as a resource on spiritual matters for the patient, family, and staff
- Encourages patients to discuss any medical concerns or questions with the appropriate medical staff
- Responds to Codes on assigned units to provide emotional and spiritual support to family members and friends
- Attends patient deaths as requested to provide spiritual and emotional support to family, friends, and staff
- Participates in and/or plans special liturgies and memorial services
- Demonstrates the capacity to consistently establish and maintain relationships at significant levels and to be open to learning, change, and growth
- Sustains sufficient physical and emotional health to deliver professional spiritual care
- Makes rounds on all assigned units according to a regular schedule negotiated with the site mentor
- Possess an empathetic attitude toward patients and family members balanced by an ability to maintain professional objectivity and ethical standards

- Documents spiritual care interventions appropriately and professionally in chart as required
- Participates in the pager rotation of the department as determined by site mentor

2. **Teamwork**

- Becomes a part of the multidisciplinary team’s approach by understanding a patient’s healthcare issues in light of spiritual matters
- Establishes collegial relationships with other chaplains, physicians, nurses, social workers, and other healthcare professionals to provide holistic patient care
- Works together with other staff by providing staff with information regarding patients’ and families’ spiritual needs and backgrounds
- Uses information to both understand the patient’s situation and inform spiritual care assessments and plans
- Carries a pager during work hours and responds to pages within 30 minutes
- Communicates effectively in writing and verbally
- Works well both independently and as part of a multidisciplinary team
- Professionally documents appropriate information in charts and required reports

3. **Administrative Accountability**

- Complies with hospital standard protocols and practices
- Maintains confidentiality of all patient information
- Keeps TCC Supervisor informed about pastoral questions and/or other issues that arise at the clinical site and as needed briefs the Executive Director
- Is on time and dressed professionally for all clinical responsibilities
- Demonstrates the capacity to endure a moderate amount of chaos, which is a normal part of institutional culture
- Completes appropriate clinical administrative reports as well as all required CPE educational reports in a timely manner

4. **Education**

- Ordination (or equivalent) by a faith community or commission to function in ministry by an appropriate religious authority preferred
- Master’s Degree in Divinity preferable

<p>_____ Reviewed / Approved 11/2010 Created: 5.01 Revised: 4.05, 4.06, and 10.10</p>

XIV. Access to patients/residents/congregants for pastoral care

A. Purpose

To ensure the administrative support for ACPE students to have access to a patient, resident, client and/or congregant population that provides significant opportunity for ministry.
[Standards 302.2, 302.3]

B. Policy

The administration of TCC supports the ACPE program and has created appropriate clinical site to ensure that the ACPE students will have access to patients, residents, and/or clients while they are under the supervision and direction of a certified ACPE Supervisor or Associate Supervisor. ACPE students who serve in the context of their employment must be able to demonstrate their ability to complete the required hours.

C. Procedure for CPE units within TCC arranged clinical sites

Each student is responsible to a clinical placement, which has signed an Agreement for Clinical Placement of Clinical Pastoral Education Intern/Resident with The Chaplaincy Center.

Each student has a site mentor at their clinical placement. The site mentor will be responsible for giving the student a thorough orientation to the clinical placement setting, including all patient or resident care areas. The site mentor will provide the student with ongoing support as needed throughout the program.

The site mentor and the CPE supervisor will coordinate their work carefully so that the student experiences a smooth educational program. Clinical and on-call hours will be negotiated between the site mentor, the student and the CPE supervisor.

Students have identification badges at their clinical sites.

Students will be oriented to the protocols necessary for them to function as members of the staff at their clinical placements and comply with the institution's policies and procedures.

Students are encouraged to attend rounds, unit staff meetings and other multi-disciplinary meetings, when appropriate, and to communicate regularly with the members of the team.

D. Procedure for CPE units utilizing clinical work at participants places of employment/ministry

As part of the application process, students who are applying for non-CPE placement clinical sites, need to include a letter describing the contexts in which they will have sufficient pastoral contacts to meet the 300 hour clinical work component of the program.

Applying students also need to have a representative from their congregation or institution sign a Letter of agreement affirming the institution's affirmation and support for the applicant's participation in the program. Each institution/faith community will designate a liaison between the community/institution and TCC, who will be responsible for providing the CPE intern with ongoing support and feedback as needed throughout the program

XV. Letter of Agreement for Congregational Settings

I affirm that _____ (congregation name/ religious community), agrees to allow _____ (clergy member) utilizing their experiences as clergy/pastor to fulfill the minimum CPE Standard requirements for clinical hours needed for a unit of CPE. The minimum standards requirements for curriculum hours are fulfilled at The Chaplaincy Center. The combined minimum requirement for a unit of CPE is 100 hours of group and individual supervision and 300 hours of clinical experience. ½ a unit of CPE is 60/240.

The congregation/ institution will provide access to a population that offers significant opportunity for ministry, opportunities for interdisciplinary professional interchange, and an environment that encourages human growth and dignity. The clergy member will have access to appropriate files and information as part of the team. S/he will also have space and computer access provided by the congregation/ institution. A community leader will serve as a liaison between the congregation/ institution and the CPE program.

As a part of this training agreement, _____ (name of congregation/ institution), understands that _____ (clergy member) will prepare reflective summaries and reports on ministry encounter. No written reports and verbal exchanges will identify any individuals by name and that these reports are for education only and comply within the strictest bounds of professional confidentiality.

_____ (Name of congregation/ institution) grants TCC's CPE faculty the privilege to make site visits to the congregation/ institution during the CPE unit. The Purpose of these visits will be to allow the faculty to become familiar with the clinical context, in which the intern is functioning, to assure that all applicable ACPE standards in this letter of agreement are met, and to provide or receive consultation for the benefit of the educational process of the intern.

Clergy Member

Designation of institution/ congregation

_____ Reviewed/ Approved 11/2010 Created: 5.05 Revised: 11:10

XVI. Agreement for training

I affirm that I have been authorized by The Chaplaincy Center to visit [*patients, clients, residents*] as a Chaplain student to be informed of their situation (physically, spiritually, emotionally, psychologically, and sociologically). I understand that I will be required to write materials that will be most beneficial to my educational process based on my visits under the direct supervision of an assigned ACPE Supervisor, Associate Supervisor, or Supervisory Candidate and Supervisory Education Student.

STUDENT'S INITIALS: _____

I understand that confidentiality is both basic to professionalism and a legal obligation in health care settings, and that any communication regarding patients outside our professional treatment and/or training circles is prohibited, except as required for the safety of patients [*clients, residents*], families or others. I understand that any breach of this standard of professional confidentiality can result in my dismissal from the program.

STUDENT'S INITIALS: _____

I understand that the material submitted to my assigned supervisor concerning me and the spiritual care I provide while serving in the role of Student Chaplain may be used in the learning process of the supervisory education students and/or discussion among the supervisors with the understanding that these persons are part of the professional training circle. My assigned supervisor may also use my materials with other ACPE Supervisors and other professionals from whom he/she may seek consultation as a part of her/his professional development or as part of research intended to contribute to the field of clinical pastoral education and/or clinical pastoral care. I understand that such material is used only with signed confidentially agreements in place.

STUDENT'S INITIALS: _____

I understand that my written self-evaluation and my supervisor's written evaluation of each unit of my training are confidential documents, and that the sharing of my written self-evaluation or of my supervisor's written evaluation of my training experience requires a written release signed by me, unless 1) the evaluations are being used exclusively within the professional training circle of The Chaplaincy Center CPE program, 2) full disclosure of the documents is required by law, or 3) the evaluations are necessary for the processing of a complaint within The Chaplaincy Center CPE program.

STUDENT'S INITIALS: _____

I have received and reviewed the CPE Handbook and the *ACPE Standards* governing Clinical Pastoral Education as provided you during your orientation. I have had opportunity to review the policies and *ACPE Standards* with my supervisor during orientation and understand their importance for me as a Student Chaplain.

STUDENT'S INITIALS: _____

I understand that tuition is due on the first day of the unit, and that failure to pay the tuition in full either at that time or according to a written schedule that has been negotiated and signed in advance by both me and The Chaplaincy Center will result in dismissal from the unit and may result in your denied admission to any future unit of CPE at TCC. Payment not made in full by the time agreed upon will result in withholding of ACPE credit for the unit of training until payment-in-full is made and a late fee of \$100.00, a pass through fee charged TCC for late registration of units.

STUDENT'S INITIALS: _____

I understand that in the Library and in my clinical site, I have a notebook, which includes additional resources I might be interested in, including ACPE Standards, bibliographic resources, and a variety of articles that might be of interest.

STUDENT'S INITIALS: _____

I understand that The *ACPE Standards*, *Complaint policy* and *Code of Professional Ethics* are available to me at any time during the unit and are available from your supervisor, The *ACPE Standards*, the ACPE website, and The Chaplaincy Center office.

STUDENT'S INITIALS: _____

I agree to the video or audio taping of my individual or group sessions. I understand that this will be for educational purposes only, and that the recordings will not be available to anyone outside of TCC and the extended community of CPE supervisors and supervisory students without my written consent.

I understand and agree to the conditions of this agreement in training.

STUDENT'S SIGNATURE

DATE

PRINTED NAME OF STUDENT

_____ Reviewed/ Approved 11/2010 Revised 10.10

XVII. Immunization Requirements

A. Purpose

Students in The Chaplaincy Center's programs are serving in health care facilities and programs where there are a variety of infectious disease challenges. This policy ensures protection of the student and the institutions in which the CPE program holds contractual agreements.

B. Policy

It is the potential students responsibility to obtain health clearance before clinical learning placement begins. Students **are not** to be in clinical areas until they have met all requirements.

C. Procedure

Students need to get proper records to the Chaplaincy Center one month in advance of the beginning of the program.

Students can contact their health care provider for records or the state department of health for vaccine information

Documentation of the following:

- 1) Measles, mumps and rubella vaccines and titres
 - a) If born on or after 1-1-1957, provide a documented record of immunity to measles by record of two measles vaccines given four weeks apart and one dose of rubella and mumps vaccine. For all three, the first dose is required after the first birthday.
 - b) If born before 1-1-1957, Laboratory evidence of positive titers for measles, mumps, and rubella
- 2) TB (PPD)

Documentation of a negative skin test within the last six months (2-step TB test) is given to the supervisor and mentor before clinical access is approved. The tests must be at least one week apart and tested in different arms. If negative, the test must read "0 mm." Test results must be in mm and not just + or -

If you have tested positive for TB, then you must submit documentation in millimeters of that test as well as the chest x-ray and/or verification of treatment.
- 3) Chicken Pox
Documentation of chicken pox or vaccine (2 doses) or positive titres
- 4) Tetanus + pertussis
Documentation of vaccination, TDaP [tetanus + pertussis (whooping cough)]

_____ Reviewed/ Approved 11/2010 Created: 11.10 Revised

XVIII. Ethical Practice

A. Purpose

The maintenance of high standards of ethical conduct is an essential responsibility of all involved with The Chaplaincy Center. The Chaplaincy Center is accountable to many parties, including the public, religious communities, employers, professional colleagues, and individual conscience. Maintaining these ethical standards is essential to maintain the meaningful standards established by The Chaplaincy Center. (ACPE STANDARD 304.7)

B. Policy

The Chaplaincy Center Supervisors, staff members, CPE students, and all others representing or employed by The Chaplaincy Center, including contract and temporary employees, agree to adhere to a standard of conduct consistent with the ethical criteria established by The Chaplaincy Center and ACPE STANDARD 304.7 and those found in The Chaplaincy Center Code of Professional Ethical Practice.

C. The Chaplaincy Center Code of Professional Ethical Practice

1. **All Chaplaincy Center employees and CPE students:**
 - Affirm and respect the human dignity and individual worth of each person regardless of race, gender, faith tradition, personal choice, personal, or professional identity or circumstance.
 - Do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or physical or mental disability
 - Respect the integrity and welfare of those served and supervised, refraining from disparagement, and avoiding emotional, sexual, or any other kind of exploitation
 - Approach the religious and spiritual beliefs and convictions of all groups and CPE students with respect and sensitivity; and avoid the imposition of a theology on those served or supervised
 - Keep confidentiality to the furthest extent permitted by law, regulations, or other applicable rules.
2. **All Chaplaincy Center Employees and CPE Students shall:**
 - Conduct all business and administrative affairs in an ethical manner, including:
 - ▷ Carrying out administrative responsibilities in a timely and professional manner
 - ▷ Maintaining accurate financial records
 - ▷ Protecting the integrity of funds entrusted to their care

- Distinguish private opinions from those of The Chaplaincy Center, one's faith group, or profession in all publicity, public announcements, or publications.
- Accurately describe The Chaplaincy Center, its pastoral services, and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate. Publications that advertise The Chaplaincy Center's programs shall include the type(s) and level(s) of education offered, and the address and telephone number of The Chaplaincy Center office as well as the ACPE as the Accrediting body.
- Continually promote professional education and growth, including participation in meetings and affairs of The Chaplaincy Center.
- Not making it appear, directly or indirectly, that they speak on behalf of The Chaplaincy Center or represent the official position of The Chaplaincy Center, except as authorized by The Chaplaincy Center.
- Inform the Executive Director of any statements made in any context that could lead to the involvement of TCC in media reports, publications, public announcements, or other public discourse. This notification of the Executive Director shall be before the involvement when possible and immediately thereafter if not.
- Not intentionally making false, misleading, or incomplete statements about one's work or ethical behavior to colleagues or others
- Maintaining good standing and participation in each individual's own faith group
- Abiding by the professional practice and/or teaching standards of the state, the community, the institution, and the professional discipline in which one is employed
- Not directly, or by implication, claiming professional qualifications that exceed actual qualifications, or misrepresenting affiliation with any institution, organization, or individual. Each person will promptly correct any misrepresentation or misunderstanding regarding his or her professional qualifications or affiliations.
- Respecting the integrity and welfare of colleagues
- Maintaining all professional and personal relationships on a respectful basis, refraining from disparagement and avoiding emotional, sexual, or any other kind of abuse, harassment, or exploitation
- Maintaining clear professional boundaries and appropriate behaviors by adhering to the highest ethical standards
- Assessing "dual relationships" for conflict of interest and/or ethical issues, in consultation with The Chaplaincy Center Executive Director
- Taking responsibility to see that sexual harassment or exploitation of oneself or others is brought immediately to the attention of the Executive Director

3. **Further information regarding sexual harassment, exploitation, and the doing of harm**

“Sexual harassment or exploitation” includes, but is not limited to, offensive or unwelcome sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature towards anyone with whom the individual has, or has had in the past, a collegial or pastoral relationship, even if by mutual consent, between persons in situations of unequal power.

This rule includes any behavior that creates an intimidating, hostile, or offensive working environment, including offensive sexual comments, jokes, innuendoes, and other sexually oriented statements, as well as gestures or actions of a sexual nature.

All persons have the responsibility to see that sexual misconduct is brought immediately to the attention of the Executive Director.

“Sexual misconduct” includes all sexual behavior or relations with anyone with whom *The Chaplaincy Center employee or CPE student* has, or has had in the past, an ongoing collegial or pastoral relationship. Some of the persons to whom this rule applies are:

- Supervisees or Supervisors
- Peer group members
- Clinical site staff, Coworkers
- Patients or others served
- Parishioners/congregants

Persons to whom this rule does not apply are those involved in the relationship in question before their formal association with The Chaplaincy Center.

All persons associated with The Chaplaincy Center shall avoid behaviors that are construed to do harm physically, emotionally, intellectually, sexually, spiritually, or in any other way to another person.

4. **All persons associated with The Chaplaincy Center shall abide by the laws of all applicable government entities.**

_____ Reviewed/ Approved 11/2010 Created: 9.00 Revised: 3.05
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XIX. Disciplinary Actions

A. Purpose

To provide a mechanism for the faculty of the CPE program to take disciplinary action that may include probation or dismissal, and to provide for the withdrawal of a student from the program. (STANDARD 304.6.)

B. Definitions

1. Probation

Probation is for a specific period, not less than two or no more than six weeks within any unit of CPE. The status of probation indicates that continuation in the CPE program is in jeopardy. Probation may include the restriction of work in assigned clinical areas. Specific tasks may be required for the lifting of Probation.

2. Dismissal

Dismissal ends the student's participation both in the CPE program and in spiritual care within the institution, at the initiation of the CPE faculty.

3. Withdrawal

Withdrawal ends the student's participation in the CPE program and spiritual care within the institution at the initiation of the student.

C. Policy

It is the policy of The Chaplaincy Center's Clinical Pastoral Education Center that probation and/or dismissal of a student may occur because of behaviors listed in this document.

1. Probation or dismissal may occur because of:

- Failure to successfully complete a training unit
- Failure to adequately participate in the education program
- Failure to be present and/or interact in a manner conducive to growth of self or peers
- Failure to act responsibly in pastoral obligations
- Failure to respond to pages and/or inappropriate absences from the Clinical Placement
- Failure to respond appropriately to the needs of patients, families, and staff
- Failure to interact on a professional clinical level with placement staff
- Failure to cooperate with peers toward a cooperative program of spiritual care within the Clinical Placement
- Failure to provide adequate spiritual care coverage in assigned areas
- Failure to abide by the policies of the assigned placement

- Behavior that compromises the integrity of the CPE experience or professional functioning
- Abuse and/or manipulation of patients, families, hospital staff and peers
- Conduct which puts The Chaplaincy Center program in jeopardy
- Violation of The Chaplaincy Center Professional Code of Ethics
- Behavior that creates an unsafe learning environment

2. **Dismissal from the program**

Students may be dismissed from the program without first receiving probation.

A decision to dismiss the student will include two weeks' notice, although if the cause for dismissal warrants it, the student may be restricted from work in the clinical site and/or assigned areas.

The CPE faculty reserves the right to dismiss any student whose program achievements, clinical performances, ethical choices, or conduct as a professional makes continuation in the program inadvisable.

D. Withdrawal

A student may withdraw from the CPE program by informing his/her Primary Supervisor and submitting a letter of withdrawal to both the Primary CPE Supervisor AND the Executive Director of The Chaplaincy Center.

A minimum of two weeks' notice is required

Students are encouraged to inform the Primary Supervisor of the *possibility* of withdrawal in order to provide continuity in addressing the pastoral care needs of patients, clients, and residents.

<p>_____ Reviewed/ Approved 11/2010 Created: 10.05 Revised: 10.04, 11.05</p>
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XX. CPE Complaints

A complaint is a concern/grievance presented either informally or in writing concerning a possible violation of the professional ethical standards of The Chaplaincy Center and/or the ACPE.

A. Purpose

The purpose of this policy is to provide a mechanism to fulfill requirements of ACPE and to ensure that the *Standards* of ACPE are met. (STANDARDS 200, 303.7 and 304.3.)

Students may utilize one or more of four processes.

The Chaplaincy Center encourages persons to work out concerns or grievances informally, face-to-face, and in the spirit of collegiality and mutual respect. This process most closely utilizes the CPE paradigm of action-reflection-refined action and opportunity for learning in all circumstances.

Students may engage an ACPE educational complaint process at any time through the Chair of the Accreditation Commission or the Associate Director of ACPE.

Students may engage an ACPE ethical complaint process at any time through the Executive Director of ACPE.

Students may engage an Accreditation Complaint by engaging the chair of the Accreditation Commission or the Associate Director of ACPE.

B. Policy

It is the policy of The Chaplaincy Center to follow ACPE *Standards* when addressing grievances. The Guidelines for making complaints are as follows. All complaint processes are located in the TCC Library, in the individual placements and on the website.

Ethics complaints: http://www.acpe.edu/acroread/Joint_Ethics_Process.pdf

Educational complaints: <http://www.acpe.edu/HomeFilingComplaint.html>

Accreditation complaints: <http://www.acpe.edu/HomeFilingComplaint.html>

C. Contact Persons

The Reverend MaryBeth Hayes
Executive Director, The Chaplaincy Center
593 Eddy Street, Gerry House #36
Providence, Rhode Island 02903
Phone: (401) 444-8356 Email: revmbhayes@gmail.com

The Reverend Theresa Snorton
Executive Director, ACPE
Association for Clinical Pastoral Education
1549 Clairmont Road, Suite 103
Decatur, GA 30033
Phone: (404) 320-1472 Email: teresa@acpe.edu

The Reverend Deryk Durston
Associate Director, ACPE

Association for Clinical Pastoral Education
1549 Clairmont Road, Suite 103
Decatur, GA 30033
Phone: (404) 320-1472 Email: deryk@acpe.edu

The Reverend Robin Brown-Haithco
Chair of Professional Ethics, ACPE
Association for Clinical Pastoral Education
1549 Clairmont Road, Suite 103
Decatur, GA 30033
Phone: (404) 320-1472 Email: robin.brown-haithco@emoryhealthcare.org

The Reverend Keri Oertli
Chair of Accreditation Commission, ACPE
Association for Clinical Pastoral Education
1549 Clairmont Road, Suite 103
Decatur, GA 30033
Phone: 405/949-3195 Email: Karrie.Oertli@Integriss-Health.com

_____ Reviewed/Approved 11/2010 Created: 11.00 Revise: 10.05, 5, 08, 11.09, 11.10

XXI. Satisfactory Completion of CPE

A. Purpose

To provide an overview of the areas of competencies evaluated for successful completion of the CPE unit and to provide clear educational guidelines for the successful completion of the CPE program.

B. Policy

Students will need to satisfactorily meet each of the below competencies in order to receive credit for their unit of CPE.

C. Competencies

1. Pastoral care

The student shows the ability to form, maintain, and bring to closure pastoral relationships with people who are troubled, ill, or facing death, either at home or in the hospital.

2. Integration of theology

The student will have demonstrated an ability to integrate theological and pastoral insights with a clinical approach and with sensitivity, and, consequentially to improve skills in clinical pastoral care.

3. Supervision

The student will have demonstrated an ability to use supervision constructively as a learning experience to aid in developing professional skills and knowledge and to gain insight into personal development as a care giving person.

4. Peer relationships

The student will have manifested ability to work and study cooperatively with colleagues and will have developed an ability to share learning experiences with others.

5. Professional relationships

The student will have shown an ability to work cooperatively with members of other disciplines in the clinical assignment.

6. Preparation of and participation in seminars

Students will come to each session prepared to engage in pertinent discussion and to make presentations as assigned.

7. Written materials

Assigned written materials will have been completed on time and in good form.

_____ Reviewed/ Approved 11/2010 Created:1.01 Revised: 1.05

XXII. Withholding Certificate, Evaluation, or Credit

A. Purpose

To provide clear guidelines for the successful completion of the CPE program.

B. Policy

Students must meet all following criteria to receive credit for the unit. This means the Supervisor will not provide a final evaluation to the student, and the CPE unit will not be registered at the ACPE national offices if the following are not met.

C. Rationale

The Student has not fulfilled or completed the requirements of the program. This is a form of neglect or breach of contract on his/her part.

The student has not completed the 400 required hours for one unit of CPE, with a minimum of 100 hours of structured group and individual education. A half unit of credit may be given if the student completes at least 60 hours of structured group and individual education and 240 hours of supervised clinical practice of ministry. (STANDARDS 303.6)

The student is prematurely dismissal from the program.

The student has not paid tuition. All fees must be paid in full 30 days before the completion of the program and before the unit is certified.

The student has not returned The Chaplaincy Center library books, periodicals, office keys, parking badges, etc. before the end of the unit.

_____ Reviewed/ Approved 11/2010 Created: 1.02 Revised: 1.05, 6.06, 11.09

XXIII. Withdrawal from the Program

A. Purpose

To ensure a process for termination that demonstrates respect for the group process and appropriately professional closure in placement settings. Students will appropriately terminate pastoral care relationships with all patients, clients, peer group, and staff in a healthy, honest, and respectful manner. (STANDARDS 303.6)

B. Policy

The Chaplaincy Center's Clinical Pastoral Education students will conduct themselves in a professional manner concerning withdrawal from the program.

C. Procedure

1. Spirit of Withdrawal

Students are encouraged to inform the Primary Supervisor of the possibility of withdrawal in order to provide continuity in addressing the pastoral care needs of patients, clients, and residents as soon as possible.

2. Process for Withdrawal

A student must withdraw from the CPE program by informing his/her Primary Supervisor and by submitting a letter of withdrawal to the Executive Director.

3. Time Frame

It is expected that students will give notice in a professional manner. A minimum notice of two weeks is required.

4. Placement Communication

Students are not to inform their placement of their departure until after the Executive Director makes the appropriate contacts. When the Executive Director informs the student that s/he may do so, the student will be expected to inform their placements in person and in writing.

_____ Reviewed/Approved 11/2010 Created: 1.02 Revised: 11.04
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XXIV. Dress Code

A. Policy

Spiritual care is a valued and valuable component of the treatment or care provided by institutions such as hospitals, nursing homes, etc. Those who serve in the important role of chaplain, including Clinical Pastoral Education students serving as Chaplain Interns or Chaplain Residents, are representatives of the discipline of pastoral care. This is true not only when they are making patient visits and attending various interdisciplinary meetings, but also when they are meeting as pastoral care staff or in educational group sessions. As such, it is important for all chaplains, including Interns and Residents, to dress in a dignified and professional manner. For this reason, it is the policy of The Chaplaincy Center Clinical Pastoral Education program to require students, both while attending Clinical Pastoral Education group sessions and while serving as Chaplain Interns/Residents in their clinical sites, to conform to the respective dress codes.

B. Procedure

While at Clinical Pastoral Education group sessions, all Clinical Pastoral Education students will dress in business casual.

Each Supervisor may change the dress code for Clinical Pastoral Education group sessions. Dress codes will be communicated during group orientation.

While serving at TCC clinical sites or responding to on-call services, students will wear clothing from among the following options: dress shirts (males wear ties and coats) or blouses; dress pants (cotton dress pants or “chino” style pants are included in this category) or skirts; dresses (with sleeves); sweaters or sport jackets; and footwear consistent with such professionally acceptable attire. Students are not to wear denim jeans, miniskirts, or athletic sneakers when serving as chaplains in the hospitals. (“Walking shoes” that are brown or black athletic shoes or therapeutic shoes are permitted).

Students are not to wear liturgical collars.

Students reporting to their clinical sites to serve their ministry hours, including on-call time, if they do not comply with the dress code of the site, may be asked to leave and report back when they are in compliance.

_____ Reviewed/ Approved 11/2010 Created: 6.03 Revised: 10.05, 5.08, 5.09,
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XXV. Lost Clinical Time Make-up Policy

A. Policy

It is the policy of The Chaplaincy Center Clinical Pastoral Education program to require Clinical Pastoral Education students to make up clinical time lost during a CPE unit.
(STANDARDS 308.1)

B. Rationale

In order to maintain the integrity of ACPE accredited Clinical Pastoral Education units, The Chaplaincy Center requires consistent attendance to pastoral care duties in the clinical sites. The total time commitment for a unit of Clinical Pastoral Education is four hundred (400) hours.

C. Procedure

The CPE student will negotiate a plan with the primary CPE Supervisor for the time and method of making up lost clinical time that is consistent with the allotted time each student has off (21 days for full time 9 month program and 28 days for 12 month program)

The student will negotiate with the site mentor before approaching the CPE Supervisor with the request.

Only one student at a time may be on vacation. The CPE student will consult with the Site Mentor regarding the plan for making up lost clinical time as negotiated with the primary CPE Supervisor.

The CPE student will complete The Chaplaincy Center's "Leave Time Form."

Make-up time in the clinical site will be completed within the period of the CPE student's current, on-going CPE unit.

_____ Reviewed/ Approved 11/2010 Created: 1.03 Revised: 4.05
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XXVI. Time off Policy

A. Purpose

Students are expected to be a functioning professional team member of the departments in which they clinically serve, this includes both residents, extended students and interns. As a part of the educational experience, students begin to function as a professional within the healthcare context and take time off according to the placement policy. (STANDARDS 308.1)

B. Policy

Students in the TCC program are in a time limited educational process and shall request time off in advance. Clinical responsibility and learning is taken into account in deciding about time off requests.

C. Procedure

1. Procedure for Seminar Days

The CPE student will negotiate with the primary CPE Supervisor for time off.

If a seminar day is cancelled or scheduled to be off – students are expected to be in the clinical site on that day.

2. Procedure for Clinical Days

The CPE student is expected to be in their clinical site on all assigned clinical days while in the program. (If a program is 12 weeks long, the student is expected to be in the clinical site for 12 weeks. If the student is in a 30-week unit, it is expected that the students will be in the clinical site for 30 weeks.) Students will negotiate with the site mentor for all clinical time off and the method of making up the lost time that is consistent with the allotted time each student has off (21 days for full time 9 month program)

The student will negotiate with the site mentor before approaching the CPE Supervisor with the request. The site mentor is responsible for scheduling all clinical learning time

All leave requests are to be submitted to the mentor before the beginning of the requested leave in accord with the specifics determined in the individual institutions site. The Chaplaincy Center's "Paid leave request" form is to be used for all leave requests. This includes requests for vacation, personal, or family medical appointments, continuing education, and the like. Such leaves will not be calendared until approved by the clinical site mentor. See Leave Time form in the Forms section of the handbook.

3. In Case of Emergencies

In emergency / unplanned absences (e.g., illness, accident, death in family), students will notify the mentor and The Chaplaincy Center ASAP by phone and by follow-up email.

_____ Reviewed / Approved 11/2010 Created: 11.2010 Revised:

XXVII. Weekly Time Reports

A. Purpose

To assure that students have the required hours for completion of a unit of ACPE CPE. TCC uses weekly time reports to track student hours. In order to certify completion of a unit of CPE, students must have a minimum of 400 hours of supervised educational experience. This is divided between a minimum 100 structured group educational experiences time and 300 hours of clinical educational experience. (Standards 302.2, 302.3)

B. Policy

Students are to keep track of their educational time in CPE on a tracking form, and with their mentor's signature submit it to their supervisor or their designee every week.

C. Procedure

Students are to use the time tracking form in the form section of the handbook to track their time at their clinical site and the time they are in class every week.

Students will obtain their mentors signature on their tracking form and submit it to their supervisor weekly for entry into a database that keeps track of the required hours.

_____ Reviewed/ Approved 11/2010 Created: 11.2010 Revised:
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XXVIII. Confidentiality

A. Purpose

TCC values confidentiality within its educational program and its organization. (Standards 101.5) All those who work with TCC's CPE students are held to high standards of confidentiality and are expected to uphold standards of confidentiality.

B. Policy

All persons who are involved with CPE students will not share personal information disclosed to them to people outside of the teaching and learning paradigm. All care should be taken to not misuse confidential information or by failing to safeguard confidential information, allow unauthorized persons to obtain or access such confidential information.

C. Procedure

A beginning of each student unit and throughout the unit, persons having access to student information will sign a statement of confidentiality.

There is no expectation of confidentiality between students and others within the teaching paradigm of TCC. In other words, if a student shares information with a mentor, the mentor has a responsibility to share it with the supervisor.

The student does have the expectation that all information shared with mentors, didactic presenters, and other health care providers. The mentor or didactic presenter will not share student information with those outside the teaching learning paradigm, including past students, future students, or other hospital employees.

Form for signatures is included in the form section of TCC's website.

_____ Reviewed/ Approved 5/2011 Created: 5.2011 Revised:
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