

PHILLIPS  SEMINARY
H A N D B O O K
2019 - 2020

**Clinical Pastoral Education
Level I/II Parish/Community Based
Extended CPE**

Director:

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Phillips Theological Seminary

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 *where faith leads*

Revised August 2019

Table of Contents

Section A	Welcome	Page 5
	From Baptist Health System.....	Page 6
	From Phillips Theological Seminary.....	Page 7
	Information on Baptist Health System.....	Page 8
Section B	Information on Phillips Theological Seminary	Page 9
	History of Phillips Theological Seminary (Phillips).....	Page 10
	Organizational Chart.....	Page 14
	Educational Resources.....	Page 15
	ACPE Educator	Page 15
	Library Resources.....	Page 15
	Other Student Services.....	Page 17
	Professional Advisory Group.....	Page 18
Section C	Clinical Pastoral Education (CPE) Curriculum	Page 20
	The Curriculum.....	Page 21
	Program Descriptions.....	Page 21
	Course Descriptions.....	Page 22
	Goals of the CPE Program.....	Page 23
	Core Competencies.....	Page 23
	CPE Program Outcomes for Level I.....	Page 24
	Elements of the CPE Curriculum.....	Page 25
	Ministry Site & Hours.....	Page 26
	Level II CPE Requirements.....	Page 29
	Level II Outcomes.....	Page 30
Section D	ACPE Standards	Page 32
	Access to ACPE Standards and Commission’s Manual.....	Page 33
Section E	Ethics	Page 34
	Ethical Conduct Policies.....	Page 35
	Policy for Ethical Conduct for Non-ACPE Members.....	Page 38
	Policy for Ethical Conduct for Students and Staff.....	Page 43
Section F	Complaint Procedures	Page 44
	Local Complaint Policy.....	Page 46
	Complaint Resolution Procedure.....	Page 47
	CPE Complaint Resolution Form.....	Page 49
	Policy for Complaints Against the ACPE Accreditation Commission	Page 51
	Policy for Complaints Alleging Violations of the ACPE Education	
	Standards in Educational Programs.....	Page 59

Section G	CPE Policies	Page 67
	Admissions Policy	Page 68
	Financial Policy	Page 71
	Student Records Policy	Page 74
	Student Consultation Policy	Page 77
	Consultation on Learning Goals	Page 78
	Discipline, Dismissal and Withdraw Policy	Page 79
	Student's Rights and Responsibilities	Page 81
	Agreement for Training	Page 83
	Completion of Unit Policy	Page 85
	Program Management Policy	Page 86
	The Learning Covenant Policy	Page 87
	Policy to Ensure Minimum Number of Students	Page 88
	Policy for Continuous Quality Improvement	Page 89
	Policy for Evaluation of Student's CPE Experience	Page 91
Section H	Unit Syllabus and Other Guides	Page 92
	Unit Syllabus	Page 93
	Guidelines for the Learning Covenant	Page 98
	Learning Covenant Format	Page 101
	Guidelines for Parish/Community Based Working Agreement...	Page 102
	Guidelines for Selection On-Site Reflectors	Page 104
	Guidelines for On-Site Reflectors	Page 105
	Guidelines for Writing a Standard Verbatim Conversation	Page 106
	Guidelines for Mid-Unit Evaluation	Page 111
	Guidelines for Final Evaluation	Page 113
	Guidelines for Group Process	Page 115
	Guidelines for Reflection Paper (RP)	Page 117
Section I	Appendices	Page 118
	Appendix A: Educator's Evaluation Cover Sheet	Page 119
	Appendix B: Student's Final Evaluation Cover Sheet	Page 120
	Appendix C: Educator's Confidential Final Evaluation-SAMPLE	Page 121
	Appendix D: Participants Response Evaluation	Page 124
	Appendix E: Parish/Community-Based Working Agreement	Page 127
	Appendix F: Definition of Terms	Page 129
	Appendix G: Alumni(ae) Questionnaire	Page 142

Clinical Pastoral Education

The course design engages students in critical reflection in order to gain greater self-awareness, ministerial identity, and effective ministry skills

Goals

- To provide high quality Clinical Pastoral Education that prepares qualified individuals for careers in pastoral ministry and related human service fields.
- To develop students' competence as reflective, knowledgeable, and effective spiritual care providers in their local churches and communities.

Special Note: The term ACPE Certified Supervisor and ACPE Certified Educator are used interchangeably throughout this handbook.

Section A

**Welcome from
Baptist Health System
and
Phillips Theological Seminary**



Department of Clinical Pastoral Education (ACPE, Inc.)
730 N. Main Street, Suite 212
San Antonio, Texas 78205-1152
210/297-9750
Fax: 210/297-0813

Dear Clinical Pastoral Education Student:

Welcome to the Baptist Health System! We are delighted you have chosen this unique health care system as the site for your Clinical Pastoral Education training. Clinical Pastoral Education holds both a historic and vital role in the Baptist System. Across the years, hundreds of ministers have been trained in pastoral care through our program. In the process, thousands of patients in our hospitals have found encouragement and the touch of God's grace through the ministry of our students. The Baptist Health System is grateful to God for the benefits that have been generated through Clinical Pastoral Education and we look forward to your contributions to the ministry here.

Baptist Health System is fully committed to the continued success and growth of our CPE program. Clinical Pastoral Education is consistent with and supportive of the mission of Baptist Health System, which states: *"We help people achieve health for life through compassionate service inspired by faith."*

The leadership of BHS, including the Presidents of each hospital, is committed to providing the financial, human and physical resources needed to conduct CPE at this center in full accordance with the Standards of the Association for Clinical Pastoral Education, Inc. We are dedicated to providing CPE in an educational environment that promotes growth and fosters respect for all persons. We anticipate that you will discover a vibrant spirit of learning and ministry within the program.

May your efforts in CPE provide you with a rich experience that serves to deepen your pastoral formation and to enhance your ministry effectiveness.

Sincerely,

Matt Stone
Group CEO
Baptist Health System

Keith Bruce
Vice President Mission and Ministry
Baptist Health System

Welcome to Clinical Pastoral Education at Phillips Theological Seminary

Welcome to a unique community for Christian inquiry and scholarship that seeks to be responsible to the Christian traditions that are represented in our diverse trustee, faculty, staff, and student body, to institutions that offer care and justice in so many troubled places, and to the academic guilds served by our faculty members as we strive to be excellent scholars and communicators of wisdom and knowledge. Related to and supported by the Christian Church (Disciples of Christ), a mainline Protestant denomination, this seminary is ecumenical in spirit and practice. It is approved by the University Senate of the United Methodist Church for the training of candidates preparing for ordained ministry. In addition to the appointment of ministerial formation directors for these churches, others are appointed for the Presbyterian Church (USA), the United Church of Christ, the Unitarian Universalist Association of Congregations, and various Baptist traditions.



The Seminary's mission is "to learn and teach how to be attentive to God; responsible biblical and theological interpreters; faithful individuals and communities acting with God to transform the world." We invite you to join us in this purpose as you develop your own skills as a pastoral caregiver and reflect carefully on your own theological commitments and practice. In fact, the values of responsible and responsive care that typify Clinical Pastoral Education are consistent with this mission. Further, the emphasis upon relational learning and contextual and theological reflection in CPE are in fact close to the modes and values for teaching that the Phillips faculty exemplifies throughout the degree program curricula. For these reasons, we here at Phillips wholeheartedly support the CPE experience and look forward to welcoming CPE students and practitioners to our campus.

We welcome your prayers, participation, and support as we seek to learn and understand the way of Jesus in order to cultivate vital communities, vital conversations, and the public good. Best wishes in your work here at Phillips.

Joseph Bessler

Interim Vice President of Academic Affairs and Dean
and Robert Travis Peake Professor of Theology

Baptist Health System

The Ministry of Pastoral Care and Clinical Pastoral Education

The ministry of pastoral care in Baptist Health System provides a competent and compassionate presence in assisting people to negotiate the many twists and turns of their unique health journeys. The Clinical Pastoral Education Program (CPE) is dedicated to develop in its students the compassion and competence they need to offer quality pastoral care to patients, families and hospital staff. The CPE program uses a wealth of tools and opportunities to help individuals access and develop their spiritual resources.

Baptist Health System began in 1902 as a dream of San Antonio physicians and businessmen, opening in 1903 as Physicians and Surgical Hospital, along with its school of nursing. The hospital was transferred to the ownership of the Southern Baptist Convention in 1948, then to the Baptist General Convention of Texas in 1952.

In 2003, Baptist Health System was purchased by Vanguard Health System and in 2013 Vanguard merged into Tenet Healthcare Corporation. These partnerships brought tremendous strength through capital improvements and experienced leadership to Baptist Health System with the goal of becoming the premier health care provider and best workplace in San Antonio. Tenet Healthcare Corporation is committed to continuing the faith-based mission of Baptist Health System and honoring the faith perspectives of every patient, family member and staff entering our doors.

Baptist Health System is a leading provider of health care in San Antonio and South Texas. Baptist Health System includes five acute-care hospitals (Baptist Medical Center, Mission Trail Baptist Hospital, North Central Baptist Hospital, Northeast Baptist Hospital, and St. Luke's Baptist Hospital), Baptist Regional Children's Center, Baptist Cancer Center, Baptist Women's Health Center, HealthLink wellness and fitness center, emergency hospitals, community health and wellness programs, medical office buildings, air medical transport, a teaching center (School of Health Professions), and other health-related services and affiliations.

The Clinical Pastoral Education Program at Baptist Health System began in 1961 and currently functions as an element of the Mission and Ministry Division. The Association of Clinical Pastoral Education trains professionals and lay persons for ministry in hospitals, hospices, nursing homes, mental health centers, congregations and in other specialized settings. Through CPE, students develop skills and understanding to serve people at crossroads in their lives.

Our ACPE history has evolved to offer both impressive service in our clinical areas and education for students. The CPE program currently includes two ACPE Certified Educators, one Certified Educator Candidate, six stipend Residents, six Summer Interns, and six Extended Interns.

Section B

**Information on
Phillips Theological Seminary**

History of Phillips Theological Seminary

The information in this handbook accurately describes Phillips and all of its current educational programs. Although not an official contract, all publications, marketing materials, and descriptions of CPE offerings are represented truthfully in this handbook. [Standard 306](#).

Identity Statement

Phillips Theological Seminary is an accredited institution of higher education affiliated with the Christian Church (Disciples of Christ). The school offers theological education dedicated to learning the way of Jesus in order to cultivate vital congregations, communities, conversations, and the public good.

Mission Statement

The seminary's mission is to learn and teach how to be: attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations, and communities acting with God to transform the world.

Academic Programs

The school offers four graduate academic programs.

Master of Divinity (MDiv)	82 semester hours
Master of Arts in Ministry and Culture (MAMC)	48 semester hours
Master of Theological Studies (MTS)	48 semester hours
Master of Arts (Social Justice) MA(SJ)	38 semester hours

In addition, the seminary offers a 32-semester hour Doctor of Ministry (DMin) degree currently with four professional specializations.

Pastoral Leadership: Transformational Leadership in Intercultural Community
Pastoral Leadership: Homiletics
Pastoral Leadership: Transformational Leadership for Women in Ministry
Pastoral Leadership: Improvisational Ministry

The seminary also offers two non-credit certificate programs in Biblical Studies and General Theological Studies designed for adult learners who do not hold a baccalaureate degree (both requiring 15-16 semester hours of study). For adult learners who hold a baccalaureate degree, the school offers for credit, but non-degree Graduate diploma programs in these two fields, plus one in the Biblical Languages.

Theological Diversity

The Phillips community welcomes theological diversity. Its quest to understand and follow the way of Jesus proceeds through critical inquiry and the examination of alternative perspectives. In fact, we firmly believe that theological education requires diversity. While grounded in the interpretive freedoms and ecumenical commitments of the Christian Church (Disciples of Christ), this claim

does not mean, however, that any or all theological positions will be equally welcomed or accepted as equally valid by faculty, students, and staff. Participants fully engaged in the global dialogue on faith and life in the 21st century to which the seminary invites them, will be expected to listen to and learn from others even as they share their own views in reasoned and respectful argument. A commitment to theological diversity, therefore, means that the faculty and staff at Phillips intends to create and maintain open spaces for dialogical engagement in a caring community, no one is excluded on the basis of belief, and everyone who wishes, may belong.

Perspective on Theological Education

Phillips Theological Seminary has a longstanding commitment to preparing leaders equipped to create, sustain, and nurture vital communities of faith that are following the way of Jesus. Leaders of these communities must attend carefully to the rich diversity of the voices of scripture, the complexities of church histories, and the continuing developments of Christian theologies. From the study of these disciplines, skilled leaders help their communities understand the constant reshaping of Christian identity that has occurred in the past and continues into our own time.

In addition, leaders must be attentive to the depth and variety of human experiences and questions, to the arts of preaching, teaching, and leading communities in prayer and worship, to the practices of care within and outside the church, and to negotiations of conflicts that are a part of the life of faith in any community. Leaders also seek to enrich their faith community's engagement with the most vital elements of cultural expression and the most enduring and perplexing questions of any given age. Leaders invite God's church to consider deeply and endlessly the haunting questions of the gospels: "Who is my neighbor?" and "How shall I love my neighbor?"

Finally, faithful and effective leadership requires skills for connecting theological reflection with practical wisdom and competence. The seminary recognizes the interdependence of theological study and practical ministry and affirms the importance of contextual education and supervised ministry for students enrolled in professional degree programs.

The primary areas of study in the seminary are: General Theological Studies; Biblical Studies; History of Christianity; Theology and Ethics; Practical Theology; and Cultures and Contexts. The primary foci in practical theology are preaching, church administration and leadership development, pastoral care and counseling, and worship. In this curriculum, the seminary presupposes the baccalaureate degree as a sign of previous study and encounter with human culture. The curriculum provides opportunities for extending the study of culture and joining the conversation between theological and non-theological disciplines, methodologies, and perspectives.

The faculty has been rigorously trained in individual and specialized fields of competence and is committed to the goal of integrating these fields so that students might be educated for a variety of ministries in church and society. Given the complexity of processes involved in theological education, multiple teaching methods and class formats are available and used. No one method or format is sufficient for all courses in all curricula.

The seminary community can properly sustain its pursuit of theological education only insofar as its common life regularly involves opportunities for personal encounters among faculty and students, for spiritual dialogue, and for spiritual and vocational formation. Churches and denominations, however, retain the exclusive right and responsibility to determine the appropriate qualifications for ordained and commissioned ministry, to assess the fitness for ministry of individual candidates, and to credential persons for ministerial leadership.

Location

Phillips Theological Seminary is located in Tulsa, a metropolitan area of about 700,000 people in northeast Oklahoma. In the summer of 2003, the seminary moved into new campus facilities at 901 North Mingo Road, near the Tulsa International Airport and only a few miles from The University of Tulsa campus.

History

Phillips Theological Seminary began as part of the Phillips University which was established in 1907 as a liberal arts college and ministerial education school affiliated with the Christian Church which became the Christian Church (Disciples of Christ). The university was first accredited by the North Central Association of Colleges and Schools in 1919 which included the ministerial program known as the College of Bible.

In 1952, when first accredited as a graduate school by the Association of Theological Schools, the Bible College became known as The Graduate Seminary of Phillips University. In 1986, the seminary expanded its program by opening a second campus in Tulsa, Oklahoma, utilizing facilities at The University of Tulsa. Subsequently, the Graduate Seminary and Phillips University separated in 1987 and the seminary was incorporated as a freestanding, self-governing institution under the name Phillips Graduate Seminary. In May 1997, the Board of Trustees approved a plan to consolidate the two campuses in Tulsa. Since the closure of Phillips University in 1999, the seminary has proudly carried on the Phillips legacy. In 2002, the seminary took possession of its new campus in Tulsa, a gift from the QuikTrip Corporation. Extensive renovations began; and in the fall of 2003, the facilities were dedicated, followed by the dedication in the spring of 2004 of its meditation gardens and labyrinth. In June 2009, following a comprehensive self-study and institutional review, the seminary was reaccredited without notations for the ten-year period, 2009-2019. In the fall of 2009, with approval from its accrediting associations, the seminary initiated a comprehensive online education program.

Accreditation

The Commission on Accrediting of the Association of Theological Schools
in the United States & Canada (ATS)

10 Summit Park Drive

Pittsburgh, PA 15275

Phone: 412-788-6505; Fax 412-788-6510

Website: www.ats.edu

Affiliations

American Theological Library Association

Association for the Doctor of Ministry Education

Disciples of Christ Historical Society

Southwest Commission on Religious Studies
Christian Church (Disciples of Christ) in the United States and Canada
The United Methodist Church
The Southwest Region of the Association for Clinical Pastoral Education, Inc. (ACPE)

The History of Clinical Pastoral Education (CPE) at Phillips

Initial accreditation visit occurred on November 18, 1976, with accreditation granted on April 1, 1977. W. David Richards served as both the certified ACPE Educator and professor at the seminary. The official name for the center was the Northwest Oklahoma Pastoral Care Association and Phillips University Graduate Seminary, representing the prior relationship between the two separate institutions. The site team included William C. Spong, Professor of Pastoral Theology, Episcopal Theological Seminary of the Southwest, Austin, Texas; Chaplain Bruce Zellar, Bi-State Mental Health Foundation, Ponca City, Oklahoma; and Chaplain William Carr, Clinical Director of CPE programs, Presbyterian Hospital, Oklahoma City, Oklahoma. The presenter's report summarized the history of CPE in the following manner:

The Seminary has an extended history of involvement in the community through placement of its students in field education placements through the Director of Field Education, Professor William Bryan. Community resource persons have been developed over the years. Parish settings and community agencies have become accustomed to having seminary students on scene. The same can be said of community hospitals. At one time, the Enid State School offered CPE but no longer does so. Yet students are currently placed there for practicums. The Pastoral Care Association dates back to 1967 when Chaplain Willard Agee, Chaplain of the Enid State School and adjunct faculty member of the seminary, developed programs for seminary students. He organized discussions with a variety of lay and professional persons in the Enid Community, which led to the establishment of a Pastoral Counseling Center. On March 11, 1968, the Pastoral Counseling Center, Inc. was begun in terms of offering direct counseling services to the public. In 1970 the Northwest Oklahoma Pastoral Care Association was formed as a governing organization for all the services. In December 1971 CONTACT and Teleministry was begun. This is a 24-hour crisis intervention telephone ministry. In 1976 the Pastoral Care Association entered a contractual relationship with the Seminary which involves reimbursing the seminary one-third of the director's salary. The Pastoral Care Association is committed to "in-service training for ministers in pastoral counseling and the sponsoring of institutes and workshops" The center proposes to offer programs in basic CPE in settings other than hospitals and institutions. One of these settings will be the parish. The center will offer a summer program. An extended unit will be conducted during the year using parish settings.

CPE was first taught by W. David Richards as a parish-based semester course in the summer of 1977 (Richards - Associate Professor of Clinical Theology and Director of Clinical Pastoral Education at Phillips University and Seminary, Enid, Oklahoma). Dr. Richards continued to teach CPE courses through the fall of 1985. CPE was not offered again until the fall of 1986. The course was last offered by Clifford W. Farriester in the fall of 1986 until the spring of 1990.

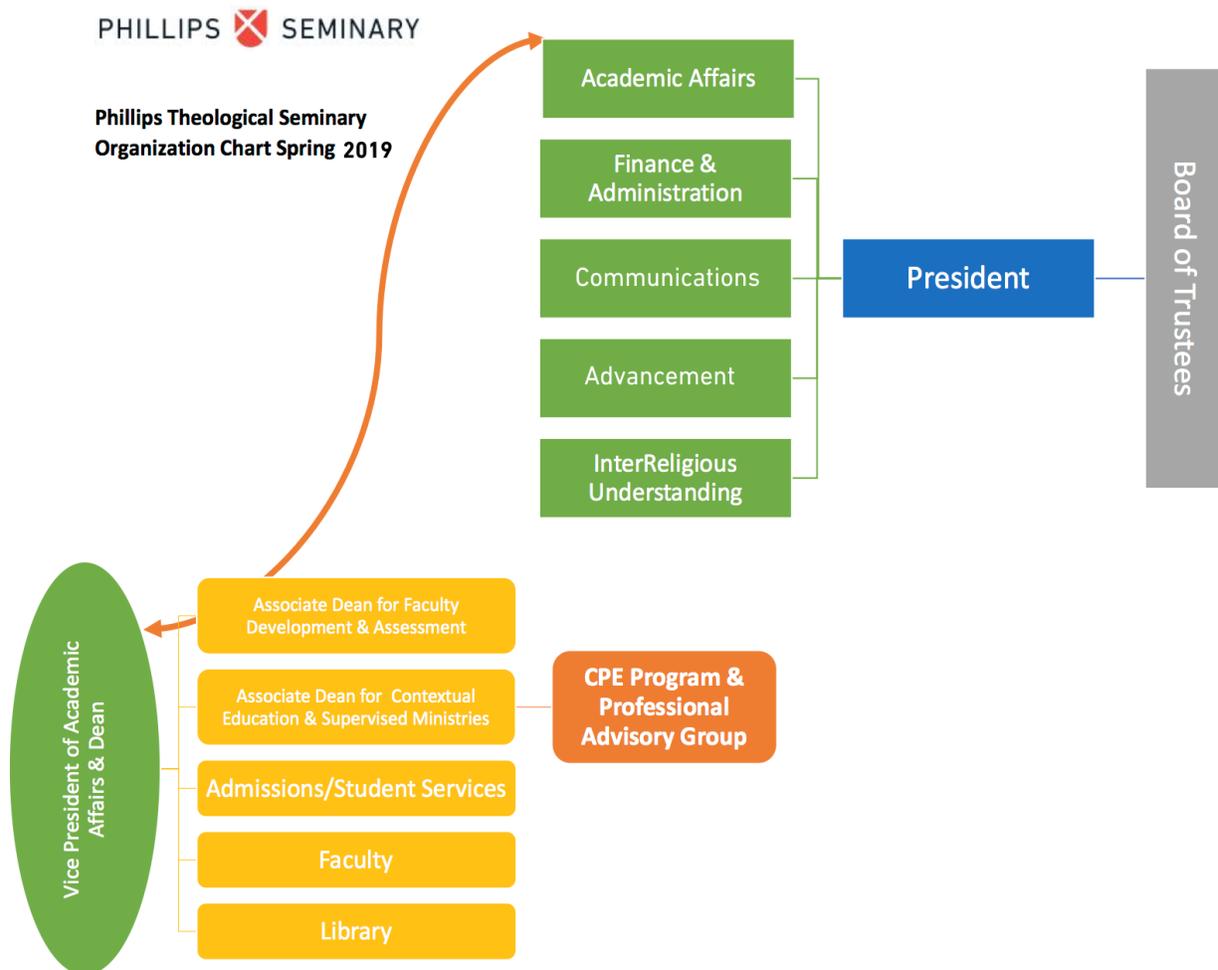
John L. Thomas, Jr. joined the faculty in September of 2000 after having been a CPE Educator at the VA Hospital in Dallas, Texas. After becoming the Director of Supervised Ministries, Dr. Thomas began making proposals to re-establish the seminary as an accredited ACPE Center. Several proposals were reviewed by the Dean and President. Approval came in 2015 by the current Vice-President and Dean, Dr. Nancy Pittman and the President, Dr. Gary Peluso-Verdend. By the fall of 2015, plans were underway to become accredited as a satellite of another ACPE center. Consultations between the seminary and the Southwest Regional Director, Reverend Wayne Menking, resulted in the formation of a Professional Advisory Group, chaired by community minister Reverend Sheri Curry. The first meeting was held on February 22, 2016, in which

Reverend Menking was in attendance.

In early 2016, conversations began between Phillips and Presbyterian Hospital in Albuquerque, New Mexico, about ACPE accreditation starting in the fall of 2016. The seminary becoming a satellite of Presbyterian Hospital was widely supported by the Southwest Regional Chair of Accreditation as well as the Regional Director.

Organizational Chart

Standard 301.1



Educational Resources

Phillips/Baptist Health Systems ensures that supervision and program management will always be conducted by a person authorized by ACPE Standards [303.4](#) and [308.3](#)

ACPE Certified Educator

The Rev. Dr. Jacob George is a Board Certified Chaplain and ACPE Educator, ordained and endorsed by the Christian Church (Disciples of Christ). He received his Doctor of Ministry degree from Brite Divinity School at Texas Christian University and became a Board Certified Chaplain in the Association of Professional Chaplains in 2002. He has worked in the field of health care chaplaincy for over 20 years. He is the recipient of the 2019 Distinguished Service Award from the Association of Professional Chaplains.



Contact Information:

Rev. Dr. Jacob George
901 North Mingo Road
Tulsa, OK 74116

Email: jacob.george@ptstulsa.edu

Library and Educational Facilities [Standard 303.6](#)

Library Resources

The Phillips Library is located at the north end of the main Phillips Seminary building. The staff is always happy to show you the layout of the library and orient you to the materials and technology you will need to be successful at Phillips.

Contact Information

Contact us for all your information needs as well as renewing books and other assistance at ptslibrary@ptstulsa.edu. The circulation desk phone number is 918-270-6437.

Hours

Regular:

Monday/Wednesday/Thursday/Friday 8:00 am to 5:00 pm

Tuesday 8:00 am to 6:30 pm

Saturday (only when classes are on campus):

10:00 am to 2:00 pm (see DMin Fortnights below for exceptions)

Concentrated Course Weeks

Monday/Tuesday/Wednesday/Thursday 8:00 am to 6:30 pm

Friday 8:00 am to 5:00 pm

DMin Fortnights:

Monday/Tuesday/Wednesday/Friday 8:00 am – 8:00 pm

Friday 8:00 am – 5:00 pm

“in between” Saturday 12:00 pm – 6:00 pm

Please check the website for specific Saturday openings.

The library is closed on all seminary holidays.

Phillips Library Online catalog is free and available at all times.

Library Access and Writing Assistance

The library provides access to electronic databases, books and other resources through Moodle at LA-POWL (Library Access and Phillips Online Writing Program). For problems contact us at ptslibrary@ptstulsa.edu or call 918-270-6437.

Services

The library offers multiple services including free printing, reference, scanning, interlibrary loan, and mailing materials to our students. If you have an information need – just ask us!

Students may use the library copy machine and computers at no cost to duplicate verbatim and CPE materials.

Collection

The library collections at Phillips Theological Seminary comprise holdings of approximately 100,000 items making it the largest graduate theological library in the region extending from Dallas to Kansas City and St. Louis to Denver. The Phillips library serves as an important resource for theological students, religious professionals, and researchers in the area. The collection reflects the ecumenical and non-sectarian mission of the seminary. The library contains material on pastoral care issues, gender and cultural issues, supervision, ethics, theology, and psychology. The library provides access to 100,000 monographs, 750 hard copy and electronic books and journals, DVDs, CDs, and microtext items.

Circulation Information

Phillips offers services to our community that include people spread throughout a large geographic region. Our library's circulation policy reflects that uniqueness.

Books, DVDs, and CDs from our main collection circulate for 28 days. Materials can be renewed as long as no one else has placed a hold on the item. For renewal assistance please contact the library at ptslibrary@ptstulsa.edu or 918-270-6437.

Electronic books (available only to enrolled students): The circulation times for electronic books are different from print books. See LA-POWL on Moodle for helpful information on browsing, downloading, and renewals of these important resources.

Other Student Services

All students in the CPE program receive the same access to services provided through Phillips Department of Student Services. These include: orientation, library privileges, counseling services, educational support, vocational discernment, and posting of available ministry opportunities. Contact the office of admissions and student services for more information. [Standard 303.8](#)

Professional Advisory Group

Standard 305.1

The Professional Advisory Group (PAG) is made up of interdisciplinary professional resource persons who are knowledgeable about CPE. The PAG meets at regular intervals to provide advice and consultation on Clinical Pastoral Education program planning, development, and program evaluation.

The PAG functions in order to

- Support Phillips CPE students as they develop a new awareness of themselves as person/pastor and of the needs of those they serve
- Support Phillips faculty in adhering to ACPE standards
- Facilitate communication and cooperation between CPE students, faculty, and ministry settings
- Provide Phillips students and the wider Tulsa area with opportunities for continuing education
- Provide CPE program evaluation through conducting application interviews, exit interviews for exiting students, and actively participating in the ACPE accreditation self-study process

Welcome Letter from the Professional Advisory Group

Welcome to CPE at Phillips, a satellite CPE program of Baptist Health System in San Antonio, TX, from the Professional Advisory Group (PAG). We are a group of people enlisted by the CPE Certified Educator at this center to assist with the CPE program. We provide consultation, support, critique, and challenge to the CPE Certified Educator. Occasionally, we are called upon to teach didactics and various other training events. In addition, we serve as facilitators in the CPE Complaint Procedure which is described in this handbook in Section F.

As outlined in the ACPE standards, the grievance procedure encourages persons to work out concerns or grievances informally, face to face, and in a spirit of collegiality and mutual respect. If informal discussion and pastoral communications do not resolve differences, you may register a complaint individually or as a group in accordance with the Professional Ethics Commission Manual, a copy of which is located in the Phillips library or can be downloaded from the ACPE website, www.acpe.edu. You may access additional local resources in your attempts to gain resolution to the issue or to get counsel to the ACPE Formal Resolution Process. Those resources are:

- Your educator
- CPE Professional Advisory Group members
- Vice President of Academic Affairs and Dean

As we seek further excellence in the program, the CPE Certified Educator has arranged a facilitated group feedback session at the end of each unit as well as individual exit interviews in which the CPE Certified Educator is not present or involved. The PAG members who conduct these meetings are eager to hear your perspectives and to engage in conversations regarding global trends, your CPE experience, and your perspectives regarding Phillips CPE. Like all conversations within the CPE program, the PAG honors confidentiality.

Our goal as the PAG is to support CPE students as we all work in collaboration with Baptist Health System.

Sincerely, The Professional Advisory Group

Members of the Professional Advisory Group



Joe Bessler, PhD
Interim Vice President of Academic Affairs & Dean, Phillips Theological Seminary; Robert Travis Peake Professor of Theology



Jacob George, ThM, DMin, BCC
Hillcrest CPE Coordinator, Pastoral Care Department



Rhonda Chester, MDiv
Chaplain, Hendricks Chapel, Syracuse University. New York City, New York; United Methodist



Kathleen D. McCallie, PhD
Assistant Professor of Ministerial Leadership and Ethics, Phillips Seminary; Director of the Doctor of Ministry Program; UCC



Sheri L. Curry, MDiv
Moderator, Professional Advisory Group; Co-coordinator/facilitator of Domestic Violence Awareness & Healthy Choices classes at Tulsa County jail; Experience with liturgy

and domestic violence issues, criminal thinking errors, and nonviolent; 1 unit CPE communication; UCC



MaryAnn Morris, MTS
Director of Admissions & Student Services Phillips. Systems Theory, Conflict Transformation, Congregational Reconciliation; UMC



Todd Freeman, MDiv
Pastor, College Hill Presbyterian Church, Tulsa, Director of Denominational Formation (Presbyterian Church (USA)), Phillips Seminary; Experience with ministries of inclusion and justice; PC (USA)



Susanna Weslie Southard, MDiv, MA. Instructor in Ministry Studies, Phillips Theological Seminary; Chaplain; Director of Teaching with Technology; UMC



Noel Gray, MDiv
Chaplain, INTEGRIS Baptist Medical Center, Oklahoma City; Board Certified Chaplain; Pastor, Refuge Fellowship Church, Oklahoma City; Disciple



Sue L. Williams, MDiv
Pastor, St. John's Chapel, United Church of Christ, Springfield, MO; Board Certified Chaplain; UCC

Section C

Clinical Pastoral Education (CPE)
Curriculum

The Curriculum

[Standard 308.6.2](#)

Phillips Extended Parish/Community Based CPE

The Baptist Health System/Phillips Clinical Pastoral Education LEVEL I/Level II is an extended parish/community-based course intended to meet the standard requirements for one unit of certified ACPE approved training. The course design engages students in critical reflection in order to gain greater self-awareness, ministerial identity, and effective ministry skills. Through the use of a clinical/ministry setting, reflection, and didactic instruction with individual and group supervision by a ACPE Certified Educator , progress toward specific learning outcomes will be achieved and evaluated.

A CPE unit involves 100 hours or more of structured learning activities and is accompanied by a supervised clinical practicum in a parish, or other approved setting, of not less than 300 hours.

Phillips Mission Statement

Learn and teach how to be attentive to God; responsible biblical and theological interpreters; faithful individuals, congregations, and communities acting with God to transform the world.

Curriculum Objective

The Parish/Community based CPE develops program goals that are congruent with the PTS mission statement while also meeting the objectives of the ACPE Standards by seeking: To develop basic competencies in self/interpersonal awareness; to utilize clinical methods of learning; to strengthen students' ability to relate spiritually and theologically with individuals and groups; and to strengthen professional relationships as framed within the pastoral role. [Standard 308.6.4](#)

Program Description

Three types of CPE programs are distinguished in ACPE Standards:

Level I CPE addresses basic competencies and issues of pastoral reflection, pastoral formation, pastoral identity and functioning in one or more units of CPE. A CPE student must meet Level I CPE outcomes, as documented in the Educator's evaluation, as a prerequisite for acceptance in Level II CPE.

Level II CPE addresses advanced competencies and issues of pastoral function, reflection, and integration in a program of at least four units of CPE including Level I CPE units completed in one or more authorized ACPE Centers. (Note: Phillips Theological Seminary does not offer Level II CPE).

Supervisory CPE addresses the competencies and issues in the art of supervision educating qualified persons in the theory and practice of CPE supervision. (NOTE: Baptist Health System does offer Certified Educator Candidacy but Phillips Theological Seminary does not at this time.)

A Unit of CPE, [Standard 308.9.1](#): All Levels of CPE are at least 400 hours combining no fewer than 100 hours of structured group time and individual education with supervised clinical practice in ministry.

A Half Unit of CPE, [Standard 308.9.1](#): A half unit of CPE (Level I/Level II) is at least 240 hours combining no fewer than 60 hours of structured group and individual education with supervised clinical practice in ministry.

At Phillips, a full unit of CPE is accomplished by successfully completing two consecutive semesters of course work. A half unit of CPE is only granted when specifically petitioned by the student and involves extenuating circumstances. A student must enroll in both semesters consecutively in order for one unit of CPE to be considered.

Classroom instruction will take place once a week for three hours over the course of 13 weeks. In addition, each semester will include three 8-hour days for orientation and evaluation. At the end of each semester 50 hours of classroom instruction will be completed toward certification of the unit [Standard 308.1](#).

Because Phillips utilizes the Parish/Community-Based Model of CPE, each student is responsible for finding and selecting their own ministry placement site. A total of 300 hours of ministry practice is required for a full-unit of CPE. A signed learning agreement must be completed between the ministry site, student, seminary, and educator. The forms and instructions are included in this handbook.

Each ministry site must include a group of 3-5 persons who serve as “On-Site Reflectors” and will be responsible for meeting regularly with the student (see page 105). One person will serve as “chair” of the Onsite-Reflectors and be responsible for reporting back to the educator an evaluation of the student’s performance and compliance of the ministry setting criteria.

All levels of CPE utilize the clinical method of learning. The action/reflection model of process education assumes the primary source of learning to be a ministry encounter followed by reflection on that encounter through case presentation to peers and/or Educators, written reflection papers, and participation in seminars where the student is encouraged to engage others as well as be engaged in the content and process of developing pastoral skills and formation [Standard 308.2](#).

One unit of CPE is obtained by completing two semesters of course work. Because CPE at Phillips is both an academic requirement as well as a certification process, a passing grade does not necessarily mean credit for the CPE unit. Credit for the CPE unit is based on the successful completion of all requirements outlined in the ACPE standards and the final evaluation of the student’s progress toward meeting the outcomes of ACPE by the ACPE Certified educator. The Following are the course titles and descriptions:

Course Descriptions:

First Semester

CPE 500 Clinical Pastoral Education Level I is an extended parish-based course intended to meet the standard requirement of a one-half unit of certified ACPE training. The design of the course is based on the action-reflection peer learning model of experiential education. Students will engage in critical reflection in order to gain greater self-awareness, ministerial identity, and effective spiritual caregiving skills. Through the use of verbatim case studies, didactic instruction, and

individual/group supervision by a ACPE Certified Educator, progress toward specific Level I learning outcomes will be achieved and evaluated.

Prerequisites include completion of ACPE application essay and interview. See “Admissions Policy” for prerequisites and Admissions process (see page 67).

Focus: Identifying personal myths, Vocational calling, System theories, Theological reflection.

Second Semester

CPE 510 Clinical Pastoral Education Level I is an extended parish-based course intended to meet the standard requirement of a one-half unit of certified ACPE training. Like CPE I Part I, this course will engage students in the action-reflection model in order to gain deeper levels of self-awareness, ministry identity, and effective spiritual caregiving skills. Students will continue to reflect using verbatim case studies, didactic instruction, and peer-learning activities. Evaluation by the educator and students will assess progress toward completion of Level I CPE outcomes as defined in the current ACPE Standards manual.

Prerequisites include successful completion of CPE 500.

Focus: Pastoral leadership, Boundaries and the Limits of Care, Social theory and community organization, Skill development and pastoral interventions.

Goals of the CPE Program

- To provide high quality Clinical Pastoral Education that prepares qualified individuals for careers in pastoral ministry and related human service fields.
- To develop students’ competence as reflective, knowledgeable, and effective spiritual care providers in their local churches and communities.

Core Competencies

The aim of the CPE curriculum, through a process model of education, is to advance students’ competence as spiritual care providers in three areas.

- *Pastoral Formation – Explore and develop one’s pastoral identity*
The curriculum develops students’ ability to relate their personal history, theological understanding, and understandings from the behavioral sciences to their pastoral practice. [Standards 309.1, 309.2, 309.3](#)
- *Pastoral Competence – Learn and practice core concepts and skills*
The curriculum develops students’ competence as pastoral care providers through the praxis of pastoral care. Standards [309.4, 309.5, 309.6, 309.7, 309.8](#)
- *Pastoral Reflection – Use reflective tools to increase awareness and understanding*
The curriculum develops students’ competence as a “reflective practitioner” of the pastoral arts and ability to articulate the meaning of one’s purpose in ministry. Standards [309.9, 309.10](#)

CPE Program Outcomes for Level I

Throughout the unit students will be able to demonstrate sufficient progress toward completion of the ACPE's CPE (Level I) learning outcomes. Verbal and written feedback will be given by the Certified Educator and peers to help the student evaluate their progress toward these outcomes:

Pastoral Formation

[311.1](#) articulate the central themes and core values of one's religious/spiritual heritage and the theological understanding that informs one's ministry

[311.2](#) identify and discuss major life events, relationships, social location, cultural contexts, and social realities that impact personal identity as expressed in pastoral functioning

[311.3](#) initiate peer group and supervisory consultation and receive critique about one's ministry practice

Pastoral Competence

[311.4](#) risk offering appropriate and timely critique with peers and educators

[311.5](#) recognize relational dynamics within group contexts

[311.6](#) demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice

[311.7](#) initiate helping relationships within and across diverse populations

Pastoral Reflection

[311.8](#) use the clinical methods of learning to achieve one's educational goals

[311.9](#) formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision, and feedback

Additional Learning Outcomes for CPE

(adapted for parish setting utilizing Presbyterian Health Care System CPE Student Handbook)

The purpose of this program is to facilitate the formation of students' pastoral identity, develop pastoral competence, and facilitate the ability to use pastoral/theological reflection. Besides the learning outcomes listed in the ACPE Objectives (above) students will learn how to:

1. Offer ministry as a non-anxious presence.
2. Become more self-aware of personal strengths and weaknesses for ministry.
3. Become comfortable with personal and pastoral authority.

4. Establish clear professional boundaries of pastoral authority.
5. Learn how a pastoral team functions.
6. Learn to collaboratively work within a group of ministry professionals and lay caregivers (e.g., social services, mental health, referrals, poverty)
7. Learn to be comfortable within a busy, chaotic work/ministry environment.
8. Learn to live with the ambiguities of life and be comfortable with not having the “right” answers.
9. Develop superior listening skills with appropriate empathic responses.
10. Enhance critical and clinical thinking skills as well as increase theological reflection in person-centered ministry.
11. Learn how to function in a multicultural, international setting.
12. Utilize feedback from peer group and educator for personal and professional growth.
13. Engage others in dialogue about one’s own ministry with minimal defensiveness.
14. Clarify one’s own call to ministry.
15. Learn how to tolerate and hold another’s pain as a sacred act.
16. Increase one’s sense of appreciation for the mystery of life and the mystery of God’s activity.
17. Learn how to listen theologically and respond to metaphors in another’s sacred story.
18. Seek opportunities to learn from those in leadership positions within one’s ministry setting.

Elements of CPE Curriculum

[Standard 308.5 and 308.7](#)

Relational Learning Environment

CPE provides for a relational learning environment that fosters growth in pastoral formation, reflection, and competence. Such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation [Standard 308.5](#). The relational learning environment of the CPE program at Baptist Health System/Phillips Theological Seminary (Baptist/Phillips) operates on the premise that the student is the subject of their learning and that each student must take the initiative for that learning. Thus, the “relational learning environment” supports the student in becoming sensitive and aware of their theological heritage, more self-directed professionally, more knowledgeable about the system/s in which they minister, and how people interact in discovering meaning for their lives. The thrust is learning, not therapy.

The student is required to identify appropriate learning goals that meet their unique needs and capabilities, are measurable, timely, and congruent with ACPE Objectives and Learning Outcomes. The learning environment is not only relational but also flexible and creative to adapt to the unique needs of the students. [Standard 308.7](#)

Model and Method of Education [Standard 308.6](#)

The CPE program at Phillips is based on an Action/Reflection model of education. All learning begins with the student engaging in a practice or act of ministry. This action by the student is followed by supervised reflection within a community of other adult learners in the relative safety of the classroom. Because of Phillip’s commitment to learn in the way of Jesus in order to cultivate

vital communities, vital conversations, and the public good, the CPE program incorporates a collaborative action/reflection model that serves as the common practice in our program.

Theoretical underpinnings of an action/reflection model of education can be found in the academic discipline of practical theology (see Bonnie J. Miller-McLemore's "Introduction" in *The Wiley-Blackwell Companion to Practical Theology* (Oxford: Wiley-Blackwell, 2012), *Exploring Practices of Ministry* by Pamela and Michael Cooper-White (Minneapolis: Fortress Press, 2014), and the edited volume *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry* (Grand Rapids: Eerdmans, 2008)). Action/reflection method in practical theology moves from thick description of lived human experience, to contextual, intercultural, and theological reflection drawing on conversation partners in the humanities and sciences and then recommendations for transformative, healing practice.

Action/reflection models of education unfold in discrete stages of attention. As pastoral and practical theologian Emmanuel Y. Lartey argues in *Pastoral Theology in an Intercultural World* (Cleveland: Pilgrim Press, 2006), appropriate methods resist simple application of theology to life; rather, methods help identify intersections of faith, theologies, self-and communal-awareness, and contexts and cultures in which life practices reside. Thomas R. Hawkins in his book, *The Learning Congregation: A New Vision of Leadership* (Louisville: Westminster John Knox Press, 1997) follows a five-step process adapted from practical theologian Richard Osmer. Supplemented with wisdom from all of the resources cited above, this process is well suited for verbatim discussions in an extended parish-based CPE program:

1. **Name** the present action.
2. **Analyze** why the action is happening in relation to larger intercultural, communal, and power dynamics in the whole congregation and its social milieu.
3. **Relate** the action to the biblical stories and church faith expressions in practice.
4. **Decide** what has been learned and what the learning means for how the group works.
5. **Plan** future actions in light of the learnings.

Collaborative reflection assumes a relational use of the Action/Reflection model of education. In this respect learning takes place best when peers and educator collaborate in order to maximize growth and competency. Supervision is the process of facilitating the conversation between the "living human documents" represented by the lived-experiences of the students, ministry contexts, Certified Educator, and knowledge gained from theologies, social theories, and behavioral sciences.

Core Components [Standard 308.6.2](#)

Ministry Site & Hours (On-Site Reflectors, Preceptors and Mentors) [Standard 302.2 \(Learning Outcome 311.7\)](#)

Each student must secure a diverse ministry setting in which a minimum of 300 hours of pastoral ministry during the unit time frame will be documented in order to receive full ACPE credit, i.e., 150 hours per semester; an equivalent of logging about 12 hours per week over the course of one semester. Hours will come from pastoral responsibilities in a ministry setting, e.g., congregational and parish-based settings OR a state, police, firefighting, incarceration, addiction recovery facility, etc., that provides ministry supervision AND is approved by the ACPE Certified Educator. Ministry

sites may provide compensation or be volunteer positions (Phillips is not responsible for negotiating neither ministry sites nor reimbursements.) Ministry sites must:

- be approved by the ACPE Certified Educator
- be approved by a person or entity other than the student of the ministry site
- 3-5 persons willing to serve as On-Site Reflectors
- provide ministry supervision if not a parish setting (see information about “preceptor(s)/mentors” in the definition of terms section)

See “Guidelines for Parish/Community-Based Working Agreement” on page 102.

Didactic Instruction ([Learning Outcome 311.6](#))

The ACPE Certified educator (formerly called CPE Educator) is responsible for arranging a schedule of didactic instructions on specific topics related to ministry in the parish and community. Didactic topics will be of graduate school level, interdisciplinary in nature, led by a qualified person with an expertise in a specific field of study, and designed to meet the needs of student learning goals and CPE outcomes. Students will be provided an opportunity to evaluate each didactic. Such topics will include:

- Pastoral Care Practices and Skills
- Ministerial Ethics
- Boundaries
- Confidentiality
- Self-care
- Interfaith connections
- Crisis Ministry
- Intercultural Relationships
- Congregational Dynamics
- Adult Learning – Action/Reflection Model
- Effective Communication Skills – Listening
- Models of Leadership

Individual Learning Covenant

The Learning Covenant is initiated by the student as a collaborative agreement between the Certified Educator, the peer group, and the student. The structure requires clear, concise, and specific language about the student’s self-directed learning process. Students are required to have *no less than* one goal each in the following areas: Personal goals, Professional goals, Practical goals. See instructions for Learning Covenants on page 98. [Standard 308.6.1](#)

Devotional Presentations

Each class session a student will be responsible for leading a 10-minute time of devotion. Devotional leadership is an opportunity for a student to articulate the connections between current experiences of life, professional ministry context, and meaningful text (poetry, prose, story, music,

sacred text, etc.) Devotional presentations are **more about sharing of self than “doing” something for others**. Students will have the opportunity to give/receive feedback related to content and presentation.

Verbatims [Learning Outcome 311.7](#)

Verbatims are the traditional, time-honored, curriculum tool of CPE. In the verbatim seminar, one student brings a written record of a real-person interaction along with an analysis that the student has written about the encounter. Verbatims take on a variety of formats, e.g., Standard verbatim, case study, or pastoral care plan. Verbatims will be the primary means for clinical reporting. See page 106 in the handbook for instructions.

Reading/Media Assignments

Reading/media assignments refer to time spent reading assigned texts and articles for the unit and may also include readings chosen by the student, in cooperation with the CPE Educator, to achieve an individual learning goal.

Reflection Papers [Learning Outcome 311.2](#)

Students will be assigned to write one two-page paper reflecting on their progress during the unit. See unit syllabus for the specific dates during the semester. Also, see page 117 for the format. Emphasis is placed upon reflection and analysis instead of on reporting events.

Mid-Unit and Final Evaluations [Standard 308.8](#) [Learning Outcome 311.8, 311.9](#)

Mid-term and Final Evaluations are learning events in and of themselves. Evaluations will be single-spaced, typed essays limited to five pages. While Evaluations can be used to mark the time in a unit, evaluations primarily measure learning, accomplishments, and ongoing areas of needed growth that require the student to reflect on what they have learned so far in a unit.

Evaluations are presented to the peer group and Certified Educator for feedback on the relevance of outcomes and growth of the presenter. Evaluations provide an opportunity for a reassessment of learning goals that may include the addition or deletion of goals. A student cannot receive credit for a unit without presenting a written final evaluation in group. (For more information on writing Evaluations, see Guidelines for Mid-Unit Evaluation for CPE (Level I/Level II) on page 111, and Outline for Final Evaluation for CPE (Level I) on page 113.)

Individual/Group Supervision [Learning Outcome 311.3, 311.4, 311.5](#)

Supervisory sessions, in which the student has 30-45 minutes to present a reflection paper and the ACPE Certified educator to critique, will occur on scheduled days throughout the semester. Each student will be required to take initiative during supervisory sessions. A format for reflection papers will be provided by the educator. However, the student is responsible for asking for what they need from the educator and peers.

Individual Supervision is also available as a private meeting between the Certified Educator and the student. The agenda for the meeting is set by the student and should discuss issues related to the clinical method of learning and how the student is progressing toward completing individual learning goals.

Syllabus

A syllabus is provided for each semester in the guidelines section of this handbook [Standard 308.6.3](#). The educator reserves the right to make changes in the syllabus appropriate to the learning needs of the group.

Level II CPE Curriculum Requirements

Although, most students at Phillips will be Level I, ACPE [Standards 312](#) allow for advance training as a Level II student. In the event a student is considered by the Certified Educator to be ready for Level II CPE, the following will be the requirements for such training:

Level II CPE [Standards 312.1-9](#)

Once a student has completed the outcomes for two or more units of Level I CPE, application can be made for Level II CPE training. The outcomes of Level II CPE are intended to help students move toward greater levels of integration and professional pastoral formation. It presupposes a student who has mastered the art of pastoral reflection, pastoral formation, and pastoral competence. Both Level I and Level II students may participate in the same peer group and meet all of the requirements for the CPE unit as listed above. Level II students will have the following extra-curricular requirements and/or modifications. The specific details of these assignments will be included in the unit syllabus:

- a) Orientation: Level II CPE students may be called upon to aide in the orientation of new Level I CPE students. Such activities could include allowing new students to “shadow” them during routine pastoral visits, take the lead in initial group activities, and assist the Certified Educator in discussing the CPE Handbook. Level II students may also be asked to participate in the interview of potentially new students [Standard 312.5](#).
- b) Learning Covenant: The learning covenant will be developed in consultation with the Certified Educator and a consultation committee. It should reflect the student’s readiness to engage in Level II CPE training. Learning goals and objectives should involve the student’s capacity to think critically about their role as pastor, maintain professional relationships and engage in interdisciplinary consultations. The Certified Educator will determine if the student’s learning covenant meets the requirements for Level II CPE. [Standard 312.8](#)
- c) Peer Review: Level II students will participate in all supervised group activities. This includes the presentation of verbatim reports, interpersonal relations seminar, didactic discussions, and demonstrate movement toward self-supervision. In addition to the regular peer-group activities, Level II students are asked to take on greater leadership responsibilities in all group meetings which may involve taking the lead in verbatim and IPR sessions, presenting a didactic topic, developing and reporting on a collegial relationship with a peer of another discipline [Standard 312.7](#), spend extra time in a mentoring relationship with another senior member of your denomination [Standard 312.8](#).

and demonstrating the ability to develop a comprehensive “pastoral care plan” for a particular parishioner and/or family member [Standard 312.2](#).

- d) Theology of Ministry [Standard 312.1](#): Each level II student will write a 3-5 page typed single-spaced “Theology of Ministry” paper. This paper will be presented in group for critical feedback and further development. A Theology of Ministry paper will have four essential parts: 1. Self-understanding and self-awareness of who you are as a person in ministry and how recipients of your care experience your personhood. 2. An explanation of your calling to ministry, describing in detail what it is God has called you to do in ministry. In other words, how does your ministry reflect God’s activity and presence in the midst of human suffering? 3. Describe your method of critical reflection on your practice of ministry e.g. verbatim case method. 4. State your future goals in ministry for the next five years. Outline a specific plan for how you will meet those goals.
- e) Research and Writing [Standard 312.5](#): Level II student will be expected to engage in independent research and writing as a part of their pastoral development and CPE training. This usually will involve doing specific reading of a selected text by the educator, writing a review of the text, and leading the CPE peer group in a discussion of the text. Books are selected based on individual needs and learning interest. The book will be a part of the student’s learning contract. Special research and writing may involve leading a didactic seminar with the peers.

Level II Outcomes:

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence, and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. The educator’s final evaluation will include a statement attesting to the competence demonstrated at the time of the evaluation.

Progression into Level II requires a level of competency in the Level I outcomes that permits the student to be building upon those competencies and no longer needing to address them as primary learning objectives. This is established through the educator’s judgment documented in the written evaluation [Standard 303.8](#).

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

Pastoral Formation

- 312.1 articulate an understanding of the pastoral role that is congruent with one’s personal and cultural values, basic assumptions, and personhood.

Pastoral Competence

- 312.2 provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice, and applied clinical ethics and issues without imposing one’s own perspectives.
- 312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources.

- 312.4 assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.
- 312.5 manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication.
- 312.6 demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries.

Pastoral Reflection

- 312.7 establish collaboration and dialogue with peers, authorities, and other professionals.
- 312.8 demonstrate awareness of the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (ACPE Professional Ethics Manual Appendix 2 or page 38 of this handbook). Note: the ACPE Standards and Code of Ethics supersede these standards.
- 312.9 demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

Section D

ACPE Standards

In the following pages, please find pertinent policies and procedures. These policies were developed with cooperation of the Professional Advisory Group. The Professional Advisory Group reviews these policies on an ongoing basis.

ACPE policies are developed by ACPE. ACPE encourages Professional Advisory Groups to be aware of standards and to uphold and abide by ACPE standards when working with the CPE program.

ACPE STANDARDS AND MANUALS

Access to ACPE Standards and Commissions' Manuals

[Standard 303.7](#)

Current ACPE Standards and Manuals are available to all CPE Students in the following manner:

Log on to www.acpe.edu. Click on "Resources" for specific manuals.

Section E

Ethics

Ethical Conduct Policies

[Standard 304.7](#)

Policy: All ACPE Certified Educators and ACPE Clinical Members in ACPE programs at Phillips/Baptist are expected to uphold and abide by the ACPE Code of Professional Ethics. All others who participate in the CPE program are expected to act in accordance with codes of ethical practice in their professional capacities. Students enrolled at Phillips must abide by all academic policies related to ethical conduct, classroom etiquette, and the covenant in their student handbook.

Purpose: To describe expectations of professional and ethical conduct for participants in an ACPE accredited program of CPE.

Procedure: A copy of the ACPE Code of Professional Ethics is included in this CPE Student Handbook and given to each student during orientation. Students are expected to read the ACPE Code of Ethics, to abide by codes of ethics that are present in their faith tradition and practice, and to disclose those codes of ethics with their peers. If a student does not have specific, written codes of ethics within their faith tradition, they are expected to adhere to the following principles: honesty, integrity, justice, fidelity, respect, confidentiality, and avoidance of any kind of exploitation.

100 Standards—Code of Professional Ethics for ACPE Members

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members. Each student enrolled in a program of ACPE will maintain the ethical standards outlined in center's ethics policy

ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the Accountability for Ethical Conduct Policy Report Form (ACPE 2016 Standards) yearly and return it with their annual ACPE dues. Members are required to provide promptly notice on this form to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or professional organization's forum, including complaints within ACPE or APC.

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

[Standard 101](#) In relationship to those served, ACPE members

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

101.2 Do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or disability.

- 101.3 Respect the integrity and welfare of those served or supervised refraining from disparagement and avoiding emotional exploitation, sexual exploitation, or any other kind of exploitation.
- 101.4 Approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of one's theology or cultural values on those served or supervised.
- 101.5 Respect confidentiality to the extent permitted by law, regulations, or other applicable rules.
- 101.6 Follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.

Standard 102 In relation to other groups, ACPE members

- 102.1 Maintain good standing in their faith group.
- 102.2 Abide by the professional practice and/or teaching standards of the state, the community and the institution in which they are employed. If for any reason an ACPE member is not free to practice or teach according to conscience, that member shall notify the employer and ACPE through the regional director.
- 102.3 Maintain professional relationships with other persons in the ACPE center/institution in which employed and/or the community.
- 102.4 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

Standard 103 In relation to ACPE, members

- 103.1 Continue professional education and growth, including participation in the meetings and affairs of ACPE.
- 103.2 Avoid using knowledge, position, or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of ACPE; or use affiliation with ACPE for purposes that are not consistent with ACPE standards.
- 103.3 Speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body,
- 103.4 Do not make intentionally false, misleading, or incomplete statements about their work or ethical behavior.

Standard 104 In collegial relationships, ACPE members

- 104.1 Respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual, or any other kind of exploitation.
- 104.2 Take collegial and responsible action when concerns about incompetence, impairment or misconduct arise.

Standard 105 In conducting business matters, ACPE members

- 105.1 Carry out administrative responsibilities in a timely and professional manner.
- 105.2 Implement sound fiscal practices, maintain accurate financial records, and protect the integrity of funds entrusted to their care.
- 105.3 Distinguish private opinions from those of ACPE, their faith group or profession in all publicity, public announcements, or publications.
- 105.4 Accurately describe the ACPE center, its pastoral services, and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications advertising a center's programs shall include the type(s) and level(s) of education offered and the ACPE address, telephone number, and website address.
- 105.5 Accurately describe program expectations, including time requirements, in the admissions process for CPE programs.

Policy for Ethical Conduct for Non-ACPE members

Ethical conduct is an expectation of all students and staff in the CPE program. All participants in the CPE program agree to affirm and respect the dignity and worth of each person and maintain high ethical standards consistent with ACPE Code of Ethics [100 Standards](#).

Our policy for ethical conduct for non-members of ACPE is taken from standards developed by the Council on Collaboration on November 7, 2004, in Portland, Maine. The complete documents and information about each of the collaborating groups can be found on the following Web sites: Association of Professional Chaplains (APC) www.professionalchaplains.org; American Association of Pastoral Counselors (AAPC) www.aapc.org; Association for Clinical Pastoral Education (ACPE) - www.acpe.edu; National Association of Catholic Chaplains (NACC) - www.nacc.org; National Association of Jewish Chaplains (NAJC) - www.najc.org; Canadian Association for Spiritual Care (CASC) - www.spiritualcare.ca

(The Code of Ethics equates to Professionals, Chaplains, Common Pastoral Counselors, Pastoral Educators and Students hereinafter referred to as: Spiritual Care Professionals.)

The Code of Ethics for Spiritual Care Professionals:

- gives expression to the basic values and standards of the profession;
- guides decision making and professional behavior;
- provides a mechanism for professional accountability; and
- informs the public of what it should expect from Spiritual Care Professionals.

Preamble

Spiritual Care Professionals are grounded in communities of faith and informed by professional education and training.

They are called to nurture their personal health of mind, body, and spirit and to be responsible for their personal and professional conduct as they grow in their respect for all living beings and the natural environment. When Spiritual Care Professionals behave in a manner congruent with the values of this code of ethics, they bring greater justice, compassion, and healing to the world.

Spiritual Care Professionals

- affirm the dignity and value of each individual;
- respect the right of each faith group to hold to its values and traditions;
- advocate for professional accountability that protects the public and advances the profession; and
- respect the cultural, ethnic, gender, racial, sexual-orientation, and religious diversity of other professionals and those served and strive to eliminate discrimination.

1.0 Ethical Principles in Relationships with Clients

Spiritual Care Professionals understand clients to be any counselees, patients, family members, students or staff to whom they provide spiritual care. In relationships with clients, Spiritual Care Professionals uphold the following standards of professional ethics. Spiritual Care Professionals

- 1.1 Speak and act in ways that honor the dignity and value of every individual.
- 1.2 Provide care that is intended to promote the best interest of the client and to foster strength, integrity, and healing.
- 1.3 Demonstrate respect for the cultural and religious values of those they serve and refrain from imposing their values and beliefs on those served.
- 1.4 Are mindful of the imbalance of power in the professional/client relationship and refrain from exploitation of that imbalance.
- 1.5 Maintain relationships with clients on a professional basis only.
- 1.6 Avoid or correct any conflicts of interest or appearance of conflicting interest(s).
- 1.7 Refrain from any form of sexual misconduct, sexual harassment, or sexual assault in relationships with clients.
- 1.8 Refrain from any form of harassment, coercion, intimidation, or otherwise abusive words or actions in relationships with clients.
- 1.9 Safeguard the confidentiality of clients when using materials for educational purposes or written publication.
- 1.10 Respect the confidentiality of information entrusted to them by members of the Parrish based community when communicating with family members or significant others except when disclosure is required for necessary treatment, granted by client permission, for the safety of any person or when required by law.
- 1.11 Understand the limits of their individual expertise and make referrals to other professionals when appropriate.

2.0 Ethical Principles in Relationships Between Educators and Students

Spiritual Care Professionals respect the integrity of students using the power they have as educators in responsible ways. Spiritual Care Professionals

- 2.1 Maintain a healthy educational environment free of coercion or intimidation.
- 2.2 Maintain clear boundaries in the areas of self-disclosure, intimacy, and sexuality.
- 2.3 Provide clear expectations regarding responsibilities, work schedules, fees, and payments.

- 2.4 Provide adequate, timely, and constructive feedback to students.
- 2.5 Maintain a healthy respect for the personal growth of students and provide appropriate professional referrals.
- 2.6 Maintain appropriate confidentiality regarding all information and knowledge gained in the course of supervision.

3.0 Ethical Principles in Relationships with Faith Community

Spiritual Care Professionals are accountable to their faith communities, one another, and other organizations. Spiritual Care Professionals

- 3.1 Maintain good standing in their faith group.
- 3.2 Abide by the professional practice and/or teaching standards of the state/province, the community, and the institution in which they are employed. If for any reason a Spiritual Care Professional is not free to practice or teach according to conscience, the Spiritual Care Professional shall notify the employer, his or her professional organization, and faith group as appropriate.
- 3.3 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent an affiliation with any institution.

4.0 Ethical Principles in Relationships with Other Professionals and the Community

Spiritual Care Professionals are accountable to the public, faith communities, employers, and professionals in all professional relationships. Spiritual Care Professionals

- 4.1 Promote justice in relationships with others, in their institutions, and in society.
- 4.2 Represent accurately their professional qualifications and affiliations.
- 4.3 Exercise good stewardship of resources entrusted to their care and employ sound financial practices.
- 4.4 Respect the opinions, beliefs, and professional endeavors of colleagues and other professionals.
- 4.5 Seek advice and counsel of other professionals whenever it is in the best interest of those being served and make referrals when appropriate.
- 4.6 Provide expertise and counsel to other spiritual care professionals in advocating for best practices in care.
- 4.7 Seek to establish collaborative relationships with other community and spiritual care professionals.

- 4.8 Advocate for changes in their institutions that would honor spiritual values and promote healing.
- 4.9 Provide other professionals with chart notes where they are used that further the treatment of the clients or patients, obtaining consent when required.
- 4.10 Communicate sufficient information to other care team members while respecting the privacy of clients.
- 4.11 Ensure that private conduct does not impair the ability to fulfill professional responsibilities or bring dishonor to the profession.
- 4.12 Clearly distinguish between statements made or actions taken as a private individual and those made as a member or representative of one of the cognate organizations.

5.0 Ethical Principles in Relationships with Colleagues

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

- 5.1 Honor all consultations, whether personal or client-related, with the highest professional regard and confidentiality.
- 5.2 Maintain sensitivity and professional protocol of the employing institution and/or the certifying organization when receiving or initiating referrals.
- 5.3 Exercise due caution when communicating through the internet or other electronic means.
- 5.4 Respect each other and support the integrity and well-being of their colleagues.
- 5.5 Take collegial and responsible action when concerns about or direct knowledge of incompetence, impairment, misconduct, or violations against this code arise.
- 5.6 Communicate sufficient information to other care team members while respecting the privacy of clients.

6.0 Ethical Principles in Advertising

Spiritual Care Professionals engage in appropriate informational activities that educate the public about their professional qualifications and individual scopes of practice. Spiritual Care Professionals

- 6.1 Represent their competencies, education, training, and experience relevant to their practice of pastoral care, education, and counseling in an accurate manner.
- 6.2 Do not use any professional identification (business cards, letterhead, Internet or telephone directory, etc.) if it is false, misleading, fraudulent, or deceptive.

- 6.3 List and claim as evidence only degrees and certifications that are earned from educational institutions and/or training programs recognized by the certifying organizations of Spiritual Care Professionals.
- 6.4 Ascertain that the qualifications of their employees, supervisees, and students are represented in a manner that is not false, misleading, fraudulent, or deceptive.
- 6.5 Represent themselves as providing specialized services only if they have the appropriate education, training, or supervised experience.

7.0 Ethical Principles in Research

Spiritual Care Professionals engaging in research follow guidelines and applicable laws that strive to protect the dignity, privacy, and well-being of all participants. Spiritual Care Professionals:

- 7.1 Engage only in research within the boundaries of their competence.
- 7.2 In research activities involving human participants, are aware of and ensure that the research question, design, and implementation are in full compliance with ethical principles.
- 7.3 Adhere to informed consent, including a clear and understandable explanation of the procedures, a description of the risks and benefits, and the duration of the desired participation.
- 7.4 Inform all participants of the right to withdraw consent and to discontinue involvement at any time.
- 7.5 Engage in research while being sensitive to the cultural characteristics of participants.
- 7.6 Maintain the confidentiality of all research participants and inform participants of any limits of that confidentiality.
- 7.7 Use any information obtained through research for professional purposes only.
- 7.8 Exercise conscientiousness in attributing sources in their research and writing thereby avoiding plagiarism.
- 7.9 Report research data and findings accurately.

Ethical Conduct Policy for Students and Staff

[Standard 304.7](#)

Policy: CPE is a theological education program that utilizes an action/reflection model of adult education. Each CPE student is afforded an opportunity to participate in a program that encourages intellectual growth, self-awareness, learning from others, mutual tolerance, and respect for freedom of thought and expression. CPE is offered in an environment that promotes the free interchange of ideas, opinions, cultural and intellectual diversity, and a wealth of social/clinical opportunities to enhance one's learning. Students are expected to demonstrate responsible behavior at all times while on the campus where CPE is offered and in their respective ministry settings.

Purpose: To outline expectations for CPE students who are not ACPE student members or clinical members of ACPE. All ACPE member students are expected to follow the ethical policies found in ACPE [Standard 100](#).

Procedures: The following examples articulate bare minimum expectations for responsible and ethical behavior in the CPE program:

- Respects the dignity, integrity, and welfare of all persons
- Maintains the confidentiality of the peer group at all times
- Avoids subgrouping that undermines the cohesiveness of the group and refrain from disparagement of CPE peers
- Maintains academic integrity that avoids plagiarism and falsification of one's academic work and/or ministry practice
- Maintains the confidentiality of persons under their ministry and the CPE peer group
- Represents one's self and credentials with honesty
- Respects and protects the safety of others
- Complies with all policies and procedures of the institution where CPE is offered *and* where the student is enrolled or assigned
- Demonstrates respect for other cultures, values, opinions, ideas, faith groups, and backgrounds
- Avoids behavior(s) considered unbecoming of a minister or provider of religious services including
 - Non-compliance with all state and federal laws
 - Theft or destruction of property
 - Sexual harassment/abuse
 - Unauthorized use of seminary property
 - Exploitation of persons, families, peer group, or seminary staff to benefit self
 - Abuse of one's ministerial authority afforded by their religious institution
 - Inappropriate use of drugs or alcohol while on campus or while fulfilling role as a minister
 - Unauthorized alteration or obtaining electronic documents
 - Carrying concealed firearms or weapons on campus or in ministry

Conclusion: Students who violate the Student Code of Ethics are subject to the discipline and dismissal policy found in the CPE Handbook under [Standard 304.6](#). [Standard 304.6](#) will be reviewed during orientation at the beginning of each CPE unit to ensure that each student is aware of the policy.

SECTION F

Complaints Procedures

The following policies are required by the ACPE Standards to be included in the CPE Handbook.

200 Standards—Complaints

ACPE encourages persons to work out concerns or grievances informally, face-to-face, and in a spirit of collegiality and mutual respect. If differences are not resolved, a complaint involving an alleged violation of the ACPE ethical, educational, or certification standards may be filed in accordance with the procedures set forth in Processing Complaints of Ethics Code Violations, Policy for Complaints Alleging Violations of Educational Standards in Educational Programs, Policy for Complaints Against the Accreditation Commission, or Policy for Complaints Against the Certification Commission respectively.

The Professional Ethics Commission has final authority to determine whether violations of ACPE ethical or professional standards have occurred and to determine final disposition of complaints. Policies and procedures for filing an ethics complaint, conducting mediation and hearings, and disposing of complaints are found in Processing Complaints of Ethics Code Violations. The ACPE Board of Representatives may authorize the Professional Ethics Commission to implement the procedures in collaboration with another organization.

The Accreditation Commission has final authority to determine whether violations of ACPE educational standards have occurred and to determine final disposition of complaints. Policies and procedures for filing an educational complaint, conducting mediation and hearings, and disposing of complaints are found in the ACPE 2016 Accreditation Manual.

On occasion, there may be overlap between the ethics and the education or certification standards implicated in complaints. ACPE will follow its processes in such complaints according to its discretion and may use either or both Commissions.

Local Complaint Policy

[Standard 304.3](#)

A complaint is a concern or a grievance presented in writing and signed by the complainant, involving an alleged violation of the ethical, professional, and/or educational standards established by the ACPE.

Policy: The complaint policy is to be reviewed during orientation. Implementation of the policy is the responsibility of the ACPE Certified Educator. In addition, the Chaplaincy Services Department at Baptist Health System and Phillips Theological Seminary will provide CPE students with the Complaint Resolution Procedure outlined in the COMPLAINT POLICY.

Chaplaincy Services at Baptist as well as Phillips, **encourages persons to work out concerns or grievances informally, face-to-face, and in the spirit of collegiality and mutual respect.** Procedures for complaints should be used only if informal discussion and pastoral communications do not resolve differences and when the complaint or a group of complainants desire to register a grievance. All efforts should be made to resolve **the complaint at the closest possible relational level, i.e., between student and educator(s).** Students have the right to begin the grievance process by directly contacting the national ACPE office.

Purpose: The purpose of the policy is to provide a mechanism for protecting rights in handling complaints and ensuring due process in appeals.

Procedures

The Complaint Resolution Procedure is a formal method by which a CPE student can seek remedies when they have a complaint. Students are encouraged to pursue informal means of resolving complaints before invoking the Complaint Resolution Procedure. However, any student may begin the formal procedure by following the steps listed below.

All parties involved have the responsibility to complete each step of the Complaint Resolution Procedure within the time limits specified. Failure to do so on the part of the CPE student will cancel the complaint. Failure to do so by Baptist/Phillips will automatically move the procedure to the next higher step.

By mutual agreement of the parties to the Complaint Resolution Procedure, and depending on circumstances, one or more lower-level steps in the process may be omitted, and the appeal may be initiated at a higher level.

CPE students will not be reprimanded for initiating the Complaint Resolution Procedure.

Complaint Resolution Procedure

STEP 1: Supervisory Review and Recommendation

- a. When the CPE student and the Certified Educator are unable to informally resolve an issue, which should be the first step, the student may then initiate the Complaint Resolution Procedure by completing Section A of the Complaint Resolution Form, dating the Form, delivering it to the Certified Educator on that date. [NOTE: If the complaint is against the CPE Educator, the form should be delivered directly to the Dean of Phillips utilizing the same timely manner.] Completion of the Form must be done within the following time frame:
 - i. The time limit for a complaint not involving sexual exploitation is no later than six (6) months from the date of the incident that led to the complaint or six (6) months from the end date of the ACPE program during which the incident took place.
 - ii. Effective January 1, 1997, the time limit for a complaint alleging that sexual exploitation occurred is ten years from the date of the incident that led to the complaint. Time limits on alleged ethics violations prior to January 1, 1997, have elapsed as of spring 2001.
- b. Any complaint may be made within a longer period if the delay is caused by an occasion of fraud, intimidation, or other unethical conduct that prevents the earlier surfacing of the complaint.
- c. After receiving Section A of the Complaint Resolution Form, the Certified Educator/Phillips Dean will make a good faith effort to move through the entire Complaint Resolution Procedure within a maximum of 60 calendar days.
- d. If the complaint involves other Baptist/Phillips personnel, the Certified Educator will involve Baptist in an effort to resolve the issue.
- e. The educator adds a reply within 21 calendar days to Section B of the Complaint Resolution Form, records the date, and returns the form to the student.
- f. The student accepts the Certified Education's recommendations by signing Section C of the form. If the student does not accept the Certified Educator's recommendations, reasons for this must be given in Section C. Further, the student is to request to advance to Step 2 within 7 calendar days of the educator's reply (the date recorded in Section B). The student delivers the Complaint Resolution Form to the Dean at Phillips and records the date delivered in Section C.

STEP 2: Dean's Review and Recommendation

- a. The Dean will consult with all parties in attempting to resolve the grievance. If the grievance is against the Dean, the Chair of CPE Advisory Committee shall fill the director's role.
- b. The Dean communicates a decision to the student, completing and dating Section D of the Complaint Resolution Form within 7 calendar days of the date recorded in Section C.
- c. The student accepts the decision by so indicating on Section E of the Complaint Resolution Form. If the student does not accept the decision, the student may submit the grievance within 21 calendar days to the Area Director* of the ACPE.. This is done by indicating in Section E of the Complaint Resolution Form why the Dean's decision is not satisfactory, dating the form, and delivering it to the Dean at Phillips on the date recorded.

STEP 3: ACPE Procedure for Registering Complaints

1. The Dean at Phillips will arrange for the ACPE Procedure of Registering Complaints (see [ACPE Standard 200](#)) as the final step in the complaint resolution procedure. The registration of the complaint with the Area Director will take place within 30 working days of the date recorded in Section E of the Complaint Form.

The ACPE Judiciary Commission Process will proceed as provided in the ACPE standards. Under this process, mediation is an option but is not mandatory. The student may request the Regional Director to provide a mediator. If all parties agree, through a written memorandum, to mediation, the final recommendations of the ACPE mediator will be communicated to the student in Section F of the form. These recommendations are then final and binding upon all parties to the complaint.

Timing

The above complaint process should not take more than 60 calendar days. However, mitigating circumstances may make it prudent to extend the time used to resolve the grievance at any given step. A request for such reasonable extension must be submitted in writing, either by the student or the person attempting to resolve the grievance, to the responsible person at the next step; and only that person can grant a specified extension that, in turn, must be in writing. Such extensions shall not be unreasonably withheld.

Program Manager
ACPE One West Court Square Suite 325
Decatur, GA 30030
confidential@acpe.edu

Sheri Curry, Chair of the CPE Professional Advisory Group
Email: Curry.Sheri@gmail.com

Dr. Joe Bessler Interim Vice-President of Academic Affairs and Dean
Phillips Theological Seminary
901 North Mingo Road
Tulsa, Oklahoma 74116
Phone: 918-270-6466
Email: joe.bessler@ptstulsa.edu

CPE Complaint Resolution Form

Student Name _____ Date _____

STEP 1

Section A: Student's statement of the complaint

On a separate page, please supply the information requested below. Attach any available supporting documentation.

1. Describe the incident leading to the complaint, specifying why you believe you have been treated unfairly. Include dates, times, and other specifics.
2. Describe the remedy or remedies you are seeking.
3. List all direct witnesses to the incident leading to the complaint.

Student's signature _____ Date delivered to educator _____

Section B: Educator's review and recommendations

Educator's signature _____ Date delivered to student _____

Section C: Student accepts or rejects educator recommendations

_____ Accepts
_____ Rejects for the following reasons:

Student's signature _____ Date delivered to Phillips Dean _____

STEP 2

Section D: Recommendations of the Dean

Dean's signature _____ Date _____

Section E: Student accepts or rejects the Dean recommendations

_____ Accepts
_____ Rejects for the following reasons:

Student's signature _____ Date delivered to Phillips Dean _____

STEP 3

Section F: ACPE Mediation – Attach copy of signed Memorandum of Agreement

The student may request the Regional ACPE Director to provide a mediator. If all parties agree to mediation, then all must sign a memorandum of the agreement for mediation. If the mediator's written recommendation(s) are accepted by all parties to the complaint, signatures, by all, on the recommendation will be binding upon all parties to the complaint.

Policy for Complaints Against the ACPE Accreditation Commission

As required by the U.S. Department of Education, ACPE has policies for addressing complaints against the Accreditation Commission and complaints against education programs. The “Policy for Complaints against the ACPE Accreditation Commission” details how a complaint may be filed if participating entities believe the Commission or its representatives have failed to follow its processes or misapplied the [300 Standards](#). **The complaint document does not apply to charges relating to adverse accreditation action or citations for non-compliance.**

***CONSENT:** Persons participating in an ACPE accreditation, certification, ethics, or appeal process consent to that process as described in relevant ACPE materials and give permission for the disclosure of information and materials from one ACPE process to another ACPE process if, in the determination of ACPE representatives, that should be necessary for ensuring compliance with ACPE standards. When one process makes referral to another, the referring body may be asked for additional information and will be informed of the work of the commission to which the referral was made. The Inter Commission Referral Form is an Appendix in each Commission’s current manual.*

The Accreditation Commission (“Commission”) is committed to fair and impartial administration of the Education Standards ([300s](#)) (“standards”) of the Association for Clinical Pastoral Education (ACPE). The Commission follows these standards in its established accreditation practices, on-site reviews, and administrative functions.

Allegations that the Commission or its representatives have failed to follow its processes or misapplied the standards will receive prompt, unbiased attention. “The Commission” refers to the Commission Chair and Commission members at the time the complaint is filed. If former Commission members held roles referenced in the complaint, the present Commission will consult with them as part of its response. “Representatives” refers to those persons appointed by the Commission (at the time of their appointment) and approved by the ACPE Board of Directors to function as site team chairs, the persons selected by the Regional Accreditation Chair and National Site Team Chair functioning at the site of the action giving rise to the complaints, and other persons delegated (or appointed) by the Commission to perform specific functions.

No source making a good-faith complaint will be retaliated against, harassed, or jeopardized in accreditation decisions on the basis of having filed a complaint. ACPE works diligently to respect all parties to a complaint, their reasonable privacy, and professional standing.

This complaint process does not apply to charges relating to adverse accreditation action. Those must follow the *Appeal of Adverse Accreditation Decision(s) ACPE [Standard 320](#)* process set forth in Appendix 9 of the ACPE Accreditation Manual 2016.

Complaint Review Process for Allegations of Commission Violations

I. General Information

- A. A complaint is a grievance presented in writing and preferably signed, involving an alleged violation by the Commission or its representatives of the ACPE Accreditation Standards 2016 ([300s](#)) and/or ACPE Ethics Standards ([100s](#)) or Commission processes enumerated in the ACPE Accreditation Manual 2016. The complaint must identify the specific standard(s) or process alleged violated and state specifically how it was violated. Complaints may be

registered by those who consider themselves harmed by an alleged violation or by any person(s) having substantive knowledge of a violation.

The complaint to the Commission must specify the particular role of the Commission representative(s) alleged to have violated each Standard. It must link the role to the alleged violation. The person filing the complaint (signed or anonymous) consents to this complaint process and gives permission for the disclosure of all information to the Commission, its representatives, representatives of ACPE, and the respondent.

- B. ACPE [Standard 103.4](#) states: In relation to ACPE, members do not make intentionally false, misleading or incomplete statements about their work or ethical behavior. This is binding on members. It is expected of nonmembers who engage the complaint process.

II. Inquiries and Filing of Complaints

- A. Complaints, or inquiries about filing them, are directed to the Program Manager:

ACPE
One West Court Square, Suite 325
Decatur, GA 30030
Email: confidential@acpe.edu

If the complaint is not on an ACPE Complaint Form, the Program Manager will contact the complainant and request this be done if reasonably possible. For those without web access, a copy of the *ACPE Complaint Form*, the ACPE Accreditation Standards ([300](#)) and the *Policy for Complaints Against the ACPE Accreditation Commission* will be mailed within a week of receipt of the inquiry. These materials are available at www.acpe.edu.

- B. When the Program Manager receives the above material, it is sent to an Initial Review Panel (IRP) to confirm jurisdiction. The IRP consists of the ACPE Executive Director, ACPE Chairs of the Certification and Professional Ethics Commissions and the Standards Committee and appropriate consultant as the IRP determines. They will designate which will function as Chair throughout the process under this section.

III. Initial Review Panel (IRP)

- A. As soon as reasonably possible, the IRP convenes by videoconference or telephonic means to determine whether or not ACPE has jurisdiction over the person/entity named and allegations. Jurisdiction requires
 1. the complaint alleges a violation which if it occurred would violate the education standards ([300s](#)) or Commission process and/or ethics standards ([100s](#)).
 2. the alleged violation occurred in a context and during a time the person/entity was subject to the Commission's processes or standards, and
 3. the complaint is filed within 3 months of the alleged event occasioning it or within 3 months of the completion of the Accreditation Commission/Accreditation process during which the alleged event occurred. In unusual circumstances, at the discretion of the IRP, these limits may be extended.

If any of these criteria are not met, the complaint is dismissed for lack of jurisdiction. The complainant is notified by the Executive Director or Program Manager.

If jurisdiction is established, the ACPE Executive Director sends the complaint and response form to the respondent(s) and requests a reply to Director within 30 calendar days from the notification by certified mail and secure email.

- B. After the response is received, the IRP reconvenes to determine the status of the process. More than one option may be chosen:
1. dismiss the complaint without prejudice if it appears the situation is one that could be reasonably addressed by the parties and insufficient attempt has been made to seek resolution. IRP complainant's materials may be resubmitted if resolution fails. The IRP may suggest approaches to resolution and/or make recommendations to either or both parties regarding practice, perspective, or other matters associated with the concerns raised.
 2. if III.B.1. (above) has been engaged and not successful, or is inappropriate to engage, or issues remain over which the IRP has concern, the IRP may do one or more of the following:
 - a. suggest mediation to the parties if the IRP feels it is appropriate.
 - b. name additional standards to be considered.
 - c. conclude there is cause for an investigation to commence.
 - d. conclude there is not cause for an investigation and dismiss the complaint. (may suggest other avenues for addressing the situation alleged).
 - e. conclude there is no cause for an investigation; based on the data at hand, refer for final Case Review and/or remediation and/or other resolution (Section VI).
 - f. implement the determined options.
 3. if an investigation will commence, an investigator(s) is appointed by the Executive Director in consultation with the IRP.
- C. Notification: The Executive Director will send notification within 7 days by certified mail and email to the complainant(s) and respondent(s) of the action(s) (See B. above).
1. if there will be mediation, the ED makes the arrangements as set forth in Section IV.
 2. if there will be an investigation, the notification will include the specific allegations, the standards alleged violated, and the name and contact information of the investigator(s). If the IRP has implicated additional standards, the respondent is informed. Henceforth, all associational contact with the parties is only through the investigator(s) until the investigation is complete.
 3. section V governs cases proceeding directly to the Investigative Phase, Section VI, those cases proceeding directly to remediation/resolution.

IV. Processing Complaints through Mediation

- A. Mediation generally precedes the commencement of the investigative process if it is used. Occasionally, mediation may occur during or after the investigative process if parties and the IRP and/or investigator concur. Time lines toll during the period in which mediation is being arranged and engaged. If it does not produce resolution, the process continues at the stage it stopped.

- B. If mediation is recommended and if the parties agree, the ED and IRP shall appoint a mediator and the process for mediation outlined in this section shall commence.
- C. Information heard in mediation cannot be used in any other part of the process unless the information is available and also obtained outside the mediation process.
- D. If mediation is used and the complaint is resolved to the satisfaction of the parties, the resolution process is complete.
- E. If mediation is unsuccessful, the complainant may request the process commence or recommence where it has been halted. The request must be made in writing to the Executive Director within 7 days following the completion of the mediation attempt. Time lines for this process recommence with receipt of the request by the Executive Director.
- F. Mediation shall commence and be completed within 60 days of the acceptance by both parties of the recommendation.
- G. If the complaint is unresolved, the mediator and all parties involved in the complaint sign a memorandum of understanding (MOU). The mediator forwards the original MOU to the ED and copies to all those who signed the MOU. The MOU shall be retained by national ACPE office with copy in file of each party.

V. The Investigative Phase

When an investigation is warranted, the IRP Chair and ACPE Executive Director will appoint an investigator(s). If there are Ethics Standards violations alleged, one investigator will be a present or former member of the Ethics Commission. The investigator(s) must have training in processing complaints. Any investigator(s) appointed on behalf of the Education Standards must be a former Accreditation Commission member not connected to the complaint. The investigator(s) must have training in processing complaints. The investigative phase will proceed as follows:

- A. The investigator(s) will contact the complainant and respondent as soon as reasonably possible after receiving appointment.
- B. Each party will be asked to provide a list of people whom the investigator(s) might contact, a means of contact, and a brief statement of what the party expects the person to contribute to knowledge of the allegations.
- C. Interviews will be held with each party before any witnesses are interviewed. Interviews can occur in person or by telephonic or videoconferencing means.
- D. If one party is interviewed in person, the other will be also.
- E. The process seeks to be conversational rather than confrontational. Cooperation and courtesy are expected from the investigator(s) and the parties. Phone calls are to be returned and requested information produced within reasonable times.
- F. The investigator(s) and/or the investigator(s) designees will function as information gathers. Information is assembled to allow the Case Review Remediation Panel to determine the facts on which a decision will be made as to whether a violation of the education standards or ethics standards if implicated or Commission procedures occurred as alleged. The investigator(s) may allege standards violations additional to those named in the complaint.
- G. Neither party has a burden of proof. Rather, the investigator's task is to assemble information so that the Case Review Remediation Panel in its fact-finding can construct the proofs from the evidence it is given. The task of each party is to supply the investigator(s) with accurate and timely evidence throughout the investigation and to state clearly how the evidence relates to the allegations.

- H. The investigator(s) will spend as much time as they determine reasonably necessary to gather enough information for the Case Review Remediation Panel to make an informed decision. The investigator(s) may contact as many people as they deem necessary -- these may be people suggested by the parties, by other sources, or originate with the investigator(s). Some people may be interviewed more than once.
- I. The investigator(s) are not required to inform either party of people with whom they have spoken or materials collected except as used in the investigator(s) report.
- J. At the close of the investigation, the investigator(s) will provide the IRP Chair their report. The report will include: a copy of the original complaint form, any written response, a chronological summary of the investigation that includes a summary of each interview, relevant information, correspondence, and any exhibits submitted. The investigator(s) may elaborate the above items and include the investigator(s)' observations of affect and conditions not obvious in the collected data.
- K. The above report will usually be sent by the IRP Chair to the parties within 3 days of receipt. At the Chair's and investigator(s)' discretion, some information may be withheld from the parties if to do otherwise might seriously jeopardize justice or the physical safety of a party or other witness. Any information sent to one party will be sent to the other.

VI. The Case Review Remediation Panel

- A. The President of the ACPE Board in consultation with the IRP will appoint a 4 person Case Review Remediation Panel. If there are 100's Standards, 2 members of the Case Review Remediation Panel, or former members of the Professional Ethics Commission. Otherwise all panel members will be 4 former members of the Accreditation Commission. All Panel members will be trained in processing complaints. The IRP Chair will chair the Panel but have no vote unless to break a tie. This is the designated fact-finding body.
- B. The investigator(s) and association ethics or legal consultant may be present during the Review but will not participate in the vote on final actions.
- C. The Case Review Remediation Panel receives the investigative report. The case review will proceed as follows:
 1. each party may submit to the Case Review Remediation Panel a written response to the materials it receives from the investigator(s). The response must be sent to the IRP Chair, who chairs the Case Review Remediation Panel, within 14 calendar days from when the material is certified mailed and emailed to the party. The Case Review Remediation Panel may solicit additional information from a party or any other source but will not accept information provided at the party's initiative after the 14-day period unless the Chair determines exceptional circumstances.
 2. new information obtained from a party (1. above) will be shared with the other party at least ten days prior to the Final Case Review if time permits. The party receiving the information will have the opportunity to respond to it during the Final Case Review.
 3. the Panel may implicate additional violations of standards previously not cited based on new information or reasonable interpretation of existing information. The respondent will be given notice no fewer than 10 days prior to the Final Case Review.
 4. the Final Case Review may occur in person or by videoconference or telephonic means.
 5. parties will receive at least 4 weeks written notification of the meeting date, time, and place if the Final Case Review occurs in person.

6. parties will be invited to meet for up to an hour with an in-person Review Panel. Attendance will be at the party's own expense. A party may appear even if the other elects not to appear. Telephonic or videoconference appearance for either party may be arranged at the discretion of the Review Panel.
 7. parties will receive at least two week's written notification of a telephonic or videoconference Final Case Review.
 8. if the Final Review is telephonic or videoconference, the Panel will invite the parties to participate for up to one half hour each. If one party declines, the other may still be heard. ACPE bears the cost of the telephonic or videoconference interview.
 9. the Panel meets or speaks first with the complainant if he or she elects to participate.
 10. at its discretion, the Panel may invite written information, telephonic or videoconference testimony, or appearance at the Final Case Review by non-party witnesses. These witnesses are not required to comply, may be responsible for their own expenses, and should receive at least two week's written notice of the review.
 11. the parties will not be present or heard at the same time before the Panel and will not be present for any portion of the Final Case Review other than their own testimony.
 12. each party may be accompanied by a support person who will not be permitted to speak to the Panel but is free to consult with the party. The party will bear any costs associated with the support person.
 13. the Panel Chair will explain its process to each party and give each an opportunity to make a brief opening and closing statement. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony, or any other relevant issues it elects to address. The party may not offer new evidence at this time.
 14. the Panel may question the party about discrepancies in the information and invite the party's explanation.
 15. the Panel may ask the party what he or she feels would be a reasonable outcome.
 16. the Panel will make its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard of proof and means: "Whether it is more likely than not that a violation occurred."
 17. when reviewing cases of racial or sexual harassment, the Panel will apply the "reasonable person" standard. The evidence will be reviewed from the perspective of a reasonable person similarly situated to the complainant in terms of gender, race, sexual orientation, age, disability, religious preference, and national origin.
 18. the Panel will issue its findings in writing within 14 calendar days of its review. No new evidence may be submitted or solicited at the parties' initiative after this review. The Review Panel at its discretion may seek clarification from any source.
- D. After reviewing the evidence and deliberating, the Panel shall reach one of two decisions:
1. no violation of standards or process occurred.
 2. a violation of standards or process did occur, and they may recommend what follow up actions ACPE should take to rectify the violation and guard against future violations.
- E. The ACPE President, President-Elect, Secretary, Treasurer, and Executive Director receive the Case Review Remediation Panel's recommendations and accept or modify them. If any of these people are parties to the complaint process, the remaining four will appoint a member of the Board to fill the position. They may designate the present Accreditation Commission, some of its members or former members, none of whom have been involved

in the case, to oversee and implement the Case Review Remediation Panel recommendations as approved or modified by the Board Officers.

The recommendations may include the following:

1. admonishment: The Case Review Remediation Panel finds that the respondent(s) did violate the 300 Standards and/or Accreditation Commission processes, acknowledges the violation, and that education regarding the standards and processes is proportionally sufficient to the violation and will insure future compliance with the 300 standards and processes.
 2. reprimand: This is a serious rebuke of the respondent(s). It is based upon an assessment that the respondent(s) has accepted full responsibility for the violation, articulates and understands the consequences of the violation; that the Reprimand is proportionally sufficient to the violation and is adequate to ensure future compliance with the [300 Standards](#) and accreditation processes. It may include increased supervision or other stipulations for continued participation in accreditation processes as recommended by the Case Review Remediation Panel.
 3. suspension: The Case Review Remediation Panel finds that the respondent(s) does not understand and/or accept responsibility nor appreciate the serious nature and/or consequences of the violation. Removal from participation in accreditation processes is not disproportionate to the violation. The suspension is in effect until a specifically identified problem or condition is addressed to the satisfaction of the Case Review Remediation Panel. The respondent(s) will meet with the Panel to demonstrate compliance to their satisfaction before the suspension is lifted. During this time the respondent(s) may not serve on regional or national committees, commissions, the Board and/or in other ACPE leadership roles.
 4. removal permanently of the respondent(s) from participation in accreditation processes at the regional or national level. In the Case Review Remediation Panel's judgment, the respondent(s) demonstrates an essential lack of professional knowledge or procedures consistent with participation in accreditation processes.
- F. The complainant, respondent, and any other parties will be notified by certified mail and secure email of the decision and outcome within 14 days of "D." (above).
- G. The decision is final and binding on the Accreditation Commission/PEC if applicable, and the Association for Clinical Pastoral Education, Inc. and its members and affiliates.

VII. Appeal Process

- A. Appeals of Panel decisions and actions are sent to the Executive Director who with the Board President will appoint three members of the Board not otherwise involved in the case to serve as the Appeal Panel. If possible, the appointed board members will have served on the Accreditation Commission. If [100s Ethics Standards](#) are being appealed, at least one of the three appointees will have served on the Ethics Commission if possible. Appointees will be trained in complaint processes.
- B. Findings and/or remediation can be appealed by the respondent on the grounds stated below at "E."

- C. The complainant may appeal the finding but not the remediation.
- D. Each party has thirty days from the sending of the Panel actions by certified mail and email to register an appeal with the Executive Director. The written appeal must include a statement of the grounds (E. below) for the appeal and the evidence supporting them.
- E. An appeal is limited to one or more of the following grounds: (a) the party was refused reasonable opportunity to obtain and present evidence within these guidelines that could have substantially altered the outcome; (b) gross irregularity in the proceedings as established by these guidelines that could have substantially altered the outcome.
- F. The Case Review Remediation Panel Chair will provide to the Appeal Panel the report received from the investigator as well as the minutes and summary of the Case Review Remediation Panel deliberations and any additional materials the Case Review Remediation Panel determines relevant to the Appeal Panel's decision to accept or deny the appeal.
- G. Whether the criteria for appeal have been met will be decided by the Appeal Panel on the basis of the written material submitted by the appellant and Case Review Remediation Panel. If grounds are not substantiated in the opinion of the Appeal Panel, the appeal is dismissed.
- H. If grounds are substantiated, the Appeal Panel may take one of the following actions:
 - 1. dismiss the original complaint and findings and set aside the action taken.
 - 2. reinstate the complaint, reverse or modify the findings and impose sanctions.
 - 3. re-open the investigation (with the original investigators) and request additional information.
 - 4. uphold the original findings but modify the requirements of the remediation.
 - 5. uphold the original findings and remediation.
- I. Substantial deference will be given to the recommendations of the Case Review Remediation Panel. Parties or Case Review Remediation Panel members may be contacted by phone, email, or mail for additional information to assist the Appeal Panel in reaching its decision.
- J. Decisions by the Appeal Panel are final and binding on the Association, its members, programs and affiliates.

Policy for Complaints Alleging Violations of ACPE Education Standards in Educational Programs

As required by the U.S. Department of Education, ACPE has policies for addressing complaints against the Accreditation Commission and complaints against education programs. This document details how a complaint may be filed if it is believed that the Commission or its representatives have failed to follow its processes or misapplied the 300 Standards. **This does not apply to charges relating to adverse accreditation action or citations for non-compliance.**

The Policy for Complaints Alleging Violations of Education Standards in Educational Programs is to be used if there are allegations that a program is in violation of one or more of the ACPE Education Standards (300). ACPE encourages people to address their concerns directly whenever possible with the person or program with whom concerns have arisen. In the instances of these particular policies, such communication, while desirable, is not required.

CONSENT: *Persons participating in an ACPE accreditation, certification, ethics, or appeal process consent to that process as described in relevant ACPE materials and give permission for the disclosure of information and materials from one ACPE process to another ACPE process if, in the determination of ACPE representatives, that should be necessary for ensuring compliance with ACPE standards. When one process makes referral to another, the referring body may be asked for additional information and will be informed of the work of the commission to which the referral was made. The Inter Commission Referral Form is an Appendix in each Commission's 2016 Manual.*

As required by the U.S. Department of Education, ACPE has policies for addressing complaints against an ACPE accredited center. When allegations arise that a program is in violation of one or more of the ACPE Education Standards (300), the process below applies. ACPE encourages people to communicate directly whenever possible with the person administering the program with which concerns have arisen.

The U.S. Department of Education mandates that in addition to the preferred signed complaint, anonymous complaints be processed in cases that implicate the ACPE Education Standards ([300](#)) and their related policies and procedures. ACPE encourages people to provide as much specificity as possible to accommodate a fair process. ACPE works diligently to respect all parties to a complaint, their reasonable privacy, and professional standing.

Complaint Review Process for Allegations of Violations of Education Standards in ACPE Accredited Programs

I. General Information

- A. A complaint is a grievance presented in writing and preferably signed, involving an alleged violation of the education criteria established by the [ACPE Standards 2016 \(300's\)](#). The complaint must identify the specific standard(s) alleged violated and state specifically how it was violated. Complaints may be registered by those who consider themselves harmed by an alleged violation or by any person(s) having substantive knowledge of a violation of the [Education Standards \(300's\)](#).
- B. The complaint must name an individual(s) and/or program over which the Accreditation Commission ("Commission") has jurisdiction. The person filing the complaint (signed or anonymous) consents to this complaint process and gives permission for the disclosure of all information to the Commission, its representatives, representatives of ACPE, and the respondent.
- C. ACPE [Standard 103.4](#) states: In relation to ACPE, members do not make intentionally false, misleading, or incomplete statements about their work or ethical behavior. This is binding on members. It is expected of nonmembers who engage the complaint process.

II. Inquiries and Filing Complaints

- A. Complaints, or inquiries about filing them, are directed to the ACPE Executive Director (ED) or Program Manager at

ACPE, Inc
One West Court Square, Suite 325
Decatur, GA 30030
Email: confidential@acpe.edu

If a complaint is not on an ACPE Complaint Form, the Program Manager will contact the complainant and request this be done if reasonably possible. For those without web access, a copy of the *Education Complaint Form*, the ACPE Accreditation Standards (300) and the *Policy for Complaints Alleging Violations of ACPE Education Standards in Educational Programs* will be mailed within a week of the receipt of inquiry. These materials are available on the ACPE website.

- B. When the ED or Program Manager receives the above material, it is sent to an Initial Review Panel (IRP) to confirm jurisdiction. If only 300s Standards are named, the IRP consists of the ACPE Executive Director, the Accreditation Commission Chair, and appropriate consultant as the Executive Director and Chair determine. If 300 and 100 Standards are named, the IRP consists of the ACPE Executive Director, the Accreditation Commission Chair, the Chair of Professional Ethics, and appropriate consultant as the Executive Director and Chairs determine.

III. Initial Review Panel (IRP)

- A. As soon as reasonably possible, the IRP convenes by videoconference or telephonic means to determine whether or not ACPE has jurisdiction over the person/entity named and allegations. Jurisdiction requires
1. the respondent program is accredited by the Commission.
 2. the complaint alleges a violation which if it occurred would violate the Commission's Education Standards (300) and/or ethics standards (100s); if only the 100's are alleged, the complaint is referred to the Ethics process for their IRP and any subsequent action.
 3. the alleged violations occurred in a context and during a time the program was subject to the ACPE Education Standards, and
 4. the alleged violation falls within twelve months of the date of filing the complaint with ACPE. In unusual circumstances, at the discretion of the IRP, these limits may be extended.

If any of these criteria are not met, the complaint is dismissed for lack of jurisdiction. The complainant is notified by the Executive Director or Program Manager.

If jurisdiction is established, the Executive Director or Program Manager sends the complaint, the education complaint response form, and copy of these policies (and the same ethics materials, if applicable) to the respondent and requests a reply within 30 days of the notification by certified mail and secure email.

- B. After the response is received, the IRP reconvenes to determine the status of the process. More than one option may be chosen.
1. Dismiss the complaint without prejudice if it appears the situation is one that could be reasonably addressed by the parties and insufficient attempt has been made to seek resolution. Their materials may be resubmitted if resolution fails. The IRP may suggest approaches to resolution and/or make recommendations to either or both parties regarding practice, perspective, or other matters associated with the concerns raised.
 2. If #1 (above) has been engaged and not successful, or is inappropriate to engage, or issues remain over which the IRP has concern, the IRP may do one or more of the following:
 3. If an investigation will commence an investigator is appointed by the Executive Director in consultation with the IRP(s) (Section V).
 - a. suggest mediation to the parties if the IRP feels it's appropriate.
 - b. name additional standards to be considered.
 - c. conclude there is cause for an investigation to commence.
 - d. conclude there is not cause for an investigation and dismiss the complaint (may suggest other avenues for addressing the situation alleged).
 - e. conclude there is no cause for an investigation; based on the data at hand, refer for final Case Review and/or sanctions and/or other resolution
 - f. implement the determined options.
- C. Notification: The Executive Director/Program Manager will send notification within seven days by certified mail and secure email to the complainant and respondent of the action(s) (See B above).

1. If there will be mediation, the Executive Director makes the arrangements and mediation proceeds per Section IV.
2. If there will be an investigation, the notification will include the specific allegations, the standards alleged violated, and the name and contact information of the investigator(s). If the IRP has implicated additional standards, the respondent is informed. *Henceforth, all associational contact with the parties is only through the investigator(s) until the investigation is complete.*
3. Section VI. Governs cases proceed directly to sanction/remediation.

IV. Processing Complaints through Mediation

- A. Mediation generally precedes the commencement of the investigative process if it is used. Occasionally, mediation may occur during or after the investigative process if both parties and the IRP and/or investigator concur. Time lines toll during the period in which mediation is being arranged and engaged. If mediation does not produce resolution, the process continues at the stage it stopped.
- B. If mediation is recommended and if the parties agree, the Executive Director and IRP shall appoint a mediator and the process for mediation outlined in this section shall commence.
- C. Information heard in mediation cannot be used in any other part of the process unless the information is available and also obtained outside the mediation process.
- D. If mediation is used and the complaint is resolved to the satisfaction of the parties, the resolution process is complete.
- E. If mediation is unsuccessful, the complainant may request the process commence or recommence where it has been halted. The request must be made in writing to the Executive Director within seven days following the completion of the mediation attempt. Time lines for this process recommence with receipt of the request by the Executive Director.
- F. Mediation shall commence and be completed within 60 days of the acceptance by both parties of the recommendation.
- G. If the complaint is resolved, the mediator and all parties involved in the complaint sign a memorandum of understanding (MOU). The mediator forwards the original MOU to the ED and copies to all those who signed the MOU. The MOU shall be retained by national ACPE office with copy in file of each party.
- H. Mediation fees will be paid, in most situations, by ACPE.

V. The Investigative Phase

When an investigation is warranted, the IRP and Executive Director will appoint an investigator(s). The investigators must have training in processing complaints. The person appointed on behalf of the Education Standards must be a former Accreditation Commission member not connected to the complaint. If Ethics Standards violations alleged, one investigator, or former member of the Ethics Commission, will be present. The investigative phase will proceed as follows:

- A. The investigator(s) will contact the complainant and designated program administrative personnel as soon as reasonably possible after receiving appointment.
1. Each party will be asked to provide a list of people whom the investigator(s) might contact, a means of contact, and a brief statement of what the party expects the person to contribute to knowledge of the allegations.
 2. Interviews will be held with each party before any witnesses are interviewed. Interviews can occur in person, by videoconference, by telephonic means.
 3. If one party is interviewed in person, the other will be also.
 4. The process seeks to be conversational rather than confrontational. Cooperation and courtesy are expected from the investigator(s) and the parties. Phone calls are to be returned and requested information produced within reasonable times.
 5. The investigator(s) and/or a designee will function as information gatherers. Information is assembled to allow the Case Review Panel to determine the facts on which a decision will be made as to whether a violation of the education standards and/or ethics standards occurred as alleged. The investigator(s) may allege standards violations additional to those named in the complaint.
 6. Neither party has a burden of proof. Rather, the investigator's task is to assemble information so that the Case Review Panel in its fact-finding can construct the proofs from the evidence it is given. The task of each party is to supply the investigator(s) with accurate and timely evidence throughout the investigation and to state clearly how the evidence relates to the allegations.
 7. The investigator(s) will spend as much time as they determine reasonably necessary to gather enough information for the Case Review Panel to make an informed decision. The investigator(s) may contact as many people as they deem necessary -- these may be people suggested by the parties, by other sources, or originate with the investigator(s). Some people may be interviewed more than once.
 8. The investigator(s) are not required to inform either party of people with whom they have spoken or of materials collected except as used in the Investigator's report.
 9. At the close of the investigation, the investigator(s) will provide the IRP Chair their report. It will include a copy of the original complaint form, any written response, a chronological summary of the investigation that includes a summary of each interview, relevant information, correspondence, and any exhibits submitted. The investigator(s) may elaborate the above items and include the investigator(s)' observations of affect and conditions not obvious in the collected data.
 10. The above report will usually be sent by the IRP Chair to the parties within three days of his/her receipt. At the Chair's and investigator(s)' discretion, some information may be withheld from the parties if to do otherwise might seriously jeopardize justice or the physical safety of a party or other witness. Any information sent to one party will be sent to the other.

VI. The Case Review Remediation Panel

- A. A four person sub-committee of the Accreditation Commission is the designated fact-finding Case Review Remediation Panel if only 300 standards are alleged. If Ethics (100s's) Standards have been named, two of the four Case Review Panel members will be present or former members of the ACPE Professional Ethics Commission. All Panel members will be trained in processing complaints. The IRP Chair will chair the Panel but have no vote unless to break a tie.

- B. The investigator(s) and association ethics or legal consultant may be present during the Case Review but will not participate in the vote on final actions.
- C. The Case Review Panel receives the investigative report and recommends corrective/remedial action as necessary.
 - 1. The Case Review Remediation will proceed as follows:
 - a. Each party may submit to the Case Review Remediation Panel a written response to the materials it receives from the investigator(s). The response must be sent to the Panel Chair within fourteen calendar days from when the material is certified mailed and emailed to the party. The Panel may solicit additional information from a party or any other source but will not accept information provided at the party's initiative after the fourteen-day period unless the Chair determines exceptional circumstances.
 - b. New information obtained from a party (a. above) will be shared with the other party at least ten days prior to the Case Review if time permits. The party receiving the information will have the opportunity to respond orally to it during the Case Review.
 - c. The Panel may implicate additional violations of standards previously not cited based on new information or reasonable interpretation of existing information. The respondent will be given notice no fewer than ten days prior to the Final Case Review.
 - d. The Final Case Review may occur in person or via videoconference telephonic means.
 - e. Parties will receive at least four weeks' written notification of the meeting date, time, and place if the Final Case Review occurs in person.
 - f. Parties will be invited to meet for up to an hour with the Panel. Attendance will be at the party's own expense. A party may appear even if the other elects not to appear. Telephonic or videoconference means for either party may be arranged at the discretion of the Panel.
 - g. Parties will receive at least two week's written notification of a telephonic or videoconference Case Review.
 - h. If the Case Review is g. (above), the Committee will invite the parties to participate for up to one half hour each. If one party declines, the other may still be heard. ACPE bears the cost of the telephonic or videoconference Case Review.
 - i. The Panel meets or speaks first with the complainant if complainant elects to participate.
 - j. At its discretion, the Panel may invite written information, telephonic or video testimony, or appearance at the Final Case Review by non-party witnesses. These witnesses are not required to comply, may be responsible for their own expenses, and should receive at least two week's written notice of the review.
 - k. The parties will not be present or heard at the same time before the Panel and will not be present for any portion of the Case Review other than their own testimony.
 - l. Each party may be accompanied by a support person who will not be permitted to speak to the Panel but is free to consult with the party. The party will bear any costs associated with the support person.
 - m. The Case Review Remediation Panel Chair will explain its process to each party and give each an opportunity to make a brief opening and closing

statement. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony, or any other relevant issues it elects to address. The party may not offer new evidence at this time.

- n. The Panel may question the party about discrepancies in the information and invite the party's explanation.
 - o. The Panel may ask the party what he or she feels would be a reasonable outcome.
 - p. The Panel will make its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard of proof and means: "whether it is more likely than not that a violation occurred."
 - q. When reviewing cases of racial or sexual harassment, the Panel will apply the "reasonable person" standard. The evidence will be reviewed from the perspective of a reasonable person similarly situated to the complainant in terms of gender, race, sexual orientation, age, disability, religious preference, and national origin.
 - r. The Panel will issue its findings in writing within 14 calendar days of the Case Review. No new evidence may be submitted or solicited at the parties' initiative after this review. The Panel at its discretion may seek clarification from any source.
- D. After reviewing the evidence and deliberating, the Case Review Remediation Panel shall reach one of three decisions:
- 1. No violation of standards occurred.
 - 2. No violation of standards occurred, but the Panel has concerns about the respondent program's practice, conduct, or perspective. These concerns may be set forth in a letter of information that may offer suggestions for further action on the part of the program to address the concerns. This letter is not considered a notation or reportable disciplinary action for any forum.
 - 3. A violation of the standards did occur.
- E. When the Review Panel finds a violation(s) of 300 standards did occur, it may recommend notation(s), suspension, or withdrawal of accreditation. If the Panel finds violation(s) of 100 standards, it may impose an appropriate sanction as listed in the ACPE PEC Manual.

VII. Notification of Findings and Action for Case Review

- A. The Case Review Remediation Panel Chair will notify the respondent and complainant of the action taken. The notification to both parties of the complaint will be sent by certified mail and secure email, and shall include notification that either may appeal the decision. The limited grounds for appeal will be stated. Both shall be instructed not to make the notification public until the appeals process is over.
- B. No public notification shall be made until after the appeal process is completed or time for an appeal has expired
- C. When no appeal is filed, an appeal is denied, or after the appeal process is completed, notification shall occur according to the Accreditation Notification process in the ACPE Accreditation Manual 2016.

VIII. Appeals Process

- A. Appeals of Panel decisions and actions are sent to the Chair of the Accreditation Commission who will appoint three members of the Commission not otherwise involved in the case to serve as the Appeal Panel. If 100's Ethics Standards are being appealed, two members of the Ethics Commission not otherwise involved in the case will be appointed by the Ethics Commission Chair to serve with the three Accreditation appointees.
- B. Findings and/or sanctions can be appealed by the respondent on the grounds stated below at "E."
- C. The complainant may appeal the finding but not the sanctions.
- D. Each party has thirty days from the sending of the Panel actions by certified mail and email to register an appeal with the Executive Director. The written appeal must include a statement of the grounds (E.) for the appeal and the evidence supporting them.
- E. An appeal is limited to one or more of the following grounds: (a) the party was refused reasonable opportunity to obtain and present evidence within these guidelines that could have substantially altered the outcome; (b) gross irregularity in the proceedings as established by these guidelines that could have substantially altered the outcome.
- F. The Case Review Remediation Panel Chair will provide the Appeal Panel the report received from the investigator as well as the minutes and summary of the Panel deliberations and any additional materials the Panel determines relevant to the Appeal Panel's decision to accept or deny the appeal.
- G. Whether the criteria for appeal have been met will be decided by the Appeal Panel on the basis of the written material submitted by the appellant and Case Review Remediation Panel. If grounds are not substantiated in the opinion of the Appeal Panel, the appeal is dismissed.
- H. If grounds are substantiated, the Appeal Panel may take one of the following actions:
 - 1. Dismiss the original complaint and findings and set aside the action taken.
 - 2. Reinstate the complaint, reverse or modify the findings, and impose sanctions.
 - 3. Re-open the investigations (with the original investigators) and request additional information.
 - 4. Uphold the original findings but modify the action, e.g., reduce or increase level of sanction or modify the requirements of the program.
 - 5. Uphold the original findings and sanction.

Substantial deference will be given to the recommendations of the Review Panel. Parties or Review Panel members may be contacted by phone, email, or mail for additional information to assist the Appeal Panel in reaching its decision.

Decisions by the Appeal Panel are final and binding on the Association, its members, programs, and affiliates.

SECTION G

CPE Policies

The following are policies related to student admissions, financial tuition, and other academic policies and procedures. These policies are reviewed annually and updates are provided to students and staff within the CPE program ([Standard 304](#)).

Admissions Policy

[Standard 304.1](#)

Phillips Theological Seminary, a satellite center of Baptist Health System does not discriminate against persons because of race, age, gender, faith group, national origin, religious or sexual orientation, or physical disability. Applicants must have a minimum of a college degree with preference given to those with Master's Degree in Divinity or Theology, enrolled in seminary, or pursuing ministry credentials.

Enrollment Status

Degree Seeking CPE Student
Special Student
Certificate Student

Deadline for Applications: July 1

Qualifications for "Special" or "Certificate" Students

Bachelor's Degree; minimum GPA 2.7 **OR**
Over 40 years of age with 60 hours toward a Bachelor's Degree; minimum GPA 2.7

Special Student application forms should either be currently on file in the Admissions Office or are to be completed and submitted to the Admissions Office in order to complete Admissions process.

If you are admitted in to the CPE program and wish to take the course for academic credit, please contact the Phillips Admission Office at the following email address:

admissions@ptstulsa.edu
918-270-6464

Application Process

Degree Seeking CPE Student

- a. Submit ACPE Application/Essay
- b. Submit Three Recommendation Letters
- c. (no Application Fee)

Special Student

- a. Submit ACPE Application/Essay
- b. Submit Three Recommendation Letters
- c. \$35 Application Fee
- d. Complete Background Check Waiver

Submit "Application for Special Student" form to Phillips Admissions Office

Certificate Student

\$850 – flat rate

- a. Submit ACPE Application/Essay
- b. Submit Three Recommendation Letters
- c. \$35 Application Fee (non-refundable)
- d. Complete Background Check Waiver

Send all forms to:

MaryAnn Morris, Dean of Students
901 N Mingo Rd
Tulsa OK 74116
maryann.morris@ptstulsa.edu

Admissions Process

1. Upon receipt of all paperwork and the applicable Application Fee, the Certified Educator will notify Applicant by phone or email within 48 business hours that the application has been received.
2. The original application will be retained in a locked file cabinet in the Certified Educator's office throughout the Admissions process.
3. Copies of the application/essay/recommendation are read and reviewed by the Certified Educator and two (2) members of the Professional Advisory Group (PAG). All readers are bound by ACPE ethics or confidentiality and FERPA ethics of privacy.
4. A face-to-face admission interview is scheduled for a date and time mutually available for the applicant, the Certified Educator, and *at least* one (1) member of the PAG who read the original application packet.
5. The interview team will consult with each other prior to the interview.
6. The team conducts a one-hour educational interview with the applicant.
7. Certified Educator will contact the Applicant by written letter within 15 business days of the interview regarding acceptance or denial into the program.
8. If accepted, completion of the application and acceptance process requires that Applicant sign and return the Acceptance Letter by the stated date. CPE students entering the program as "Special Students" must also complete the respective application form or have required application forms on file in the Admissions Office.
9. The seminary conducts background checks on all admission applications.

The CPE student needs to sustain sufficient physical and emotional health. 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 manage moderate amounts of chaos and change which is a normal part of the CPE learning process.

All admission criteria and procedures shall be in compliance with ACPE Standards as well as FERPA requirements.

Criteria

1. Educational requirements:
Bachelor's Degree; minimum GPA 2.7 **or**
Over 40 years of age with 60 hours toward a Bachelor's Degree; minimum GPA 2.7
2. Endorsement by faith community or commission to function in ministry.
3. Preference is given to seminary students, persons working toward an MDiv, and ministry professionals who seek continuing education.
4. Ability to demonstrate educational readiness for CPE that includes and is not limited to the following:
 - a. Spiritual and emotional maturity to respond to people in crisis and trauma and able to manage the stress that accompanies the ministry setting.
 - b. Capacity to participate in a process method of education that includes critical thinking and learning from an action/reflection model.
 - c. Ability to define direction and goals for their educational experience in consultation with the Certified Educator.
 - d. Demonstrates the ability to be self-directed and motivated without the constant prodding of an authority figure.
 - e. Demonstrates the ability to engage with a peer group in an interfaith setting that includes a balance of confrontation, clarification, and support of one another.
 - f. Engaged in ministry, or seeking growth in pastoral care ministry, or is a student of theology.

Financial Policy

[Standard 304.2](#)

Application Fee: A \$35 non-refundable, non-transferrable application is to accompany a prospective student's completed ACPE application form as part of the admissions process for Phillips CPE program.

ACPE Student Unit Fees: The seminary will be responsible for paying all student unit fees to Baptist Health System required for ACPE credit. The following tuition rates include all the cost for student unit fees.

Tuition Rates:

Enrolled in a Phillips Degree Program

Students requiring the Supervised Year in Ministry credit (MDiv and MAMC) may enroll in the Phillips Parish-Based CPE program for 6 hours' credit over two semesters (which is one CPE unit). This will satisfy the 4 required hours of SYMP; the remaining two hours will be counted as electives.

These students will pay the announced Phillips tuition rate (\$480 per credit hour minus any tuition aid grant that is awarded to a student) for the 2019-2020 academic year. No Application Fee.

Special Student Status

Students not enrolled in a degree program may also enroll in the Phillips Parish-Based CPE program and earn 6 hours of academic credit plus a unit of CPE. These include pastors, religious professionals, theology students, and qualified laypersons who seek further development of self-awareness, pastoral/ministry identity, and effective spiritual caregiving.

These students will pay the announced Phillips tuition "Special Student" rate (\$140 per credit hour) for the 2019-2020 academic year plus \$850 for one unit of CPE (to be billed \$425 at the beginning of each semester), and the CPE Application Fee of \$35 (non-refundable).

Certificate Student Status

Students not enrolled in a degree program may also enroll in the Phillips Parish-Based CPE program. These include pastors, religious professionals, theology students, and qualified laypersons who seek further development of self-awareness, pastoral/ministry identity, and effective spiritual caregiving.

Students in this category will pay \$850 for one unit of CPE, to be billed at \$425 at the beginning of each semester, plus CPE Application Fee of \$35 (non-refundable).

Tuition and related fees are established and approved by the Certified Educator and are congruent with tuition and fees policies in the seminary catalog. Fees and tuition can be reviewed at the seminary's website www.ptstulsa.edu.

Information Regarding Fees

- a. The Application Fee is non-refundable and is not applied to the cost of tuition.
- b. The CPE financial policy does not allow for the extension of tuition payments beyond the last day of the CPE unit. The last day of the unit is defined as the day when the last group session takes place and the students are dismissed from their responsibilities.
- c. Requests for extensions of tuition payment beyond the last day of the unit will not be granted – *there are no exceptions*.
- d. Students who fail to pay tuition by the last day of the first semester will not be registered for the second semester.
- e. Students who fail to pay tuition by the last day of the second semester will not receive credit, will not receive a CPE certificate, and will not receive an evaluation.
- f. All Certified Educators are required to address the issue of tuition payment at the time of the CPE applicant's admission interview so that the applicant is clear regarding their responsibility to pay tuition.
- g. Students who wish to continue in consecutive units of CPE must have their tuition paid in full and up to date for the current unit in which they are enrolled.
 1. a student will not be allowed to enroll in the next unit if their tuition for the previous unit is unpaid.
 2. if a student's faith group or seminary is paying the tuition and requires an invoice, the seminary will provide an invoice. The student will provide the registrar with the name and address of where to send the invoice.
 3. tuition payment information is also included in the student's Rights and Responsibilities Policy (page 81).

Policy for Tuition Refunds

- a. A student who enrolls for a full unit, pays full tuition, and fails to complete a unit **or** chooses to renegotiate for a half unit after the fourth week of the program, will not be granted a tuition refund.
- b. A student who withdraws without notice, fails to show up for CPE, or "abandons" their program and CPE responsibilities, will not be granted a tuition refund.
- c. Students who withdraw from the CPE program for medical reasons or reasons beyond their control, are entitled to a refund as follows:

Refund Policy

During the first week of the semester	all but \$25 per drop slip
During the second week of the semester	80%
During the third week of the semester	50%
During or beyond the fourth week of the semester	0%

Students who withdraw for medical reasons must provide a physician's letter documenting the medical reason for the withdrawal.

Incidental Charges

Students may use Phillips' copy machine and other office equipment at no cost to duplicate verbatim and CPE materials.

Hardship

The Certified Educator(s) may consider a reduction of the tuition if a student can demonstrate need or hardship. Decisions are made on a case-by-case basis and will be decided by the CPE Educators.

Payments

Tuition and fees are due in full the first week of the semester, although a deferred payment plan may be arranged. Students will be informed of payment options before the beginning of each semester. Students with account balances may not enroll. Students will be responsible for any costs incurred by the seminary in collecting delinquent student accounts.

Credit card payments can be made online. When making online payments, make a clear notation in the "Payment Comments/Details" box regarding purpose of payment. The following link can be used to make online payments. <https://www.ptstulsa.edu/student-payments/>

Checks may be mailed to: Phillips Theological Seminary, Phillips Student Account, 901 North Mingo Road, Tulsa, OK 74116-5612.

Cash, check and credit card payments may also be made in person at the front reception desk.

Student Records Policy

[Standard 304.4](#)

ACPE defines a student record as: (1) Any record (paper, electronic, video, audio, biometric, etc.) directly related to the student from which the student's identity can be recognized; and (2) Maintained by the education program / institution or a person acting for the institution.

Categories covered: Student Records
 Record Keeping
 Record Maintenance

Policy: The Pastoral Care Department of Baptist Health System and Phillips shall keep CPE "student records" (see "Defined Terms") for a period of 10 years in a manner that assures confidentiality, appropriate access, and custody of student records in a manner congruent with state and federal laws and The ACPE, Inc.

Purpose: To ensure the responsible care of Student Records while meeting the Standards and Requirements of ACPE, FERPA, Baptist, and Phillips.

Note: Application materials of students admitted and matriculated.

The face sheet for all students enrolled and completing orientation must be kept for ten years regardless whether a student completes the unit or not. At the ten year review, site visitors will reconcile the report of student units with the face sheets.

A student record shall consist of:

- Application face sheet
- Certified Educator's evaluation
- Student's self-evaluation
- Final evaluations from previous CPE programs
- Documentation of student's consent to release the evaluation if applicable
- Record of tuition payment (if not in student file will be kept in computer data base)
- Acceptance letters \ Program Invitation
- Background check
- Signed copy of Community Covenant
- Signed copy of Student Rights and Responsibilities
- Signed copy of Agreement for Training

Written clinical materials that **are not in the student's CPE file** include:

- Verbatims and clinical case studies – destroyed after completion of CPE program
- Journals and reflection papers – destroyed after completion of CPE program
- Theory papers – destroyed after CPE program
- Educator's process notes – destroyed after CPE program
- Admissions - reference letters
- Admissions - Essays

Record Keeping Procedures

- a. ACPE, Inc., requires the CPE center to keep and maintain student records for ten years. After ten years, the files may be destroyed but the application face sheet will be maintained for administrative purposes. All CPE student records will be kept in a locked file cabinet by the Phillips Registrar and in the Baptist CPE program office.
- b. Termination of the program: In the event that this CPE program ceases to exist and is no longer accredited, the national accreditation chair arranges for the secure storage of all student records and files of the closed program. Currently, the national accreditation chairperson is Reverend Wayne Maberry, P.O. Box 1289, Davis Island, Tampa, FL 33601-1289.

Access to student records (see *Defined Terms* section): Students have the right to limit access to their records in accordance with the Family Educational Rights and Privacy Act, 1974. Access to student records will not be permitted without the student's written permission. Records will be kept and handled in keeping with federal and state laws and available to

- a. CPE student
- b. Accreditation site teams who may need to review files for compliance
- c. CPE grievance committee in the event a student files a complaint
- d. Baptist and/or Phillips' legal department in the event the student files a legal complaint

Students may request copies of their CPE evaluations by submitting a written request to the CPE Educator. Students have the responsibility to maintain copies of their evaluations for future use.

Procedures

The procedures for maintaining student's records (see *Defined Terms* section) are as follows

- a. Each CPE student is responsible for providing and sending required documentation to the appropriate officials, e.g., faith group officials, other Certified Educators, CPE consultation committees. Information will not be released by Phillips or Baptist under any circumstances.
- b. Baptist and Phillips will each maintain received files for a period of ten years.
- c. Students make application to the CPE Advisor/Director. Portions of the application will be shared with the Admissions Office. Upon matriculation, student files will be moved to the Dean's Office.

The *Family Education Rights and Privacy Act (FERPA)* apply to all ACPE CPE programs. *FERPA* addresses *privacy* not *confidentiality* issues. This means students own the information about themselves and must know what is being collected and how information is being used. Student information cannot be shared without the student's written permission. Each CPE center must publicize *Annual Notice* (see below) of its protocols for proper handling of student records. Use the following guidelines for implementation of protocols and the required Annual Notice.

Guidelines for implementation of protocols and the required *Annual Notice*.

For definition and components of Student Records for all students including those admitted and matriculated see Appendix F: Defined Terms.

Directory Information is student information not generally considered harmful or an invasion of privacy if released. Note: Each Center defines directory information that will be released without specific consent unless a student “opts out.”

Common directory information includes: name, address, email, telephone, date of birth, religion, previous education, and photograph. *All other information is released only with the student’s written, signed, dated consent specifying which records are being disclosed, to whom, and for what limited purpose.* Before releasing information, students must have received the *Annual Notice*.

Current students can restrict directory information and/or record access at any time during attendance. Restrictions must be honored even after the student’s departure. Former students cannot initiate new restrictions after departure.

NOTE: Phillips will follow the policy and procedures outlined above for the maintenance of all student records in addition to its own policy described in the current student catalog.

Student Consultation Policy

[Standard 304.5](#)

Policy: All ACPE students enrolled in Baptist Health System and Phillips Seminary CPE Programs shall have access to professional/educational consultation upon request. Formal consultation is not required.

Purpose: To provide a way for CPE students to access professional/educational consultation while enrolled in CPE for their professional growth

Procedures

Professional/educational consultation includes the following:

- Weekly consultation with the Certified Educator regarding personal and professional goals, learning outcomes, and pastoral functioning
- Weekly consultation with the CPE peer group (peer review)
- Consultation with Phillips faculty as needed regarding pastoral care
- Consultation with interdisciplinary community resource persons regarding counseling, family concerns, medical ethics, etc.
- Consultation with the Dean regarding seminary policies
- Consultation for professional certification issues
- Consultation with any member of the CPE Professional Advisory Group
- Consultations with student services department regarding employment searches and resume preparation upon request
- Consultation regarding specialized ministry projects or continuous quality improvement project is available upon request
- Formal consultation with professional consultation committees consisting of board certified chaplains, Phillips faculty or Certified Educator regarding professional growth. Written requirements will be negotiated with the student. Baptist /Phillips does not require formal consultation (a committee) in moving the student from Level I to Level II

Informal consultations do not require written requirements. All consultations are considered informal unless otherwise specified as “formal consultations.”

Students who need or request professional counseling services are advised to consult with the director of student services for referrals to an appropriate agency or counselor. Students seeking *professional* consultation are required to maintain their own records, reports, or outcomes of such consultation.

Results and outcomes of formal consultations will be summarized in the student’s unit evaluation or in a summary report written by the consultation committee.

Consultation on Learning Goals

[Standard 304.5](#)

Policy: To provide avenues for students to receive additional feedback and critique about their progress toward learning outcomes and goals.

Purpose: To ensure the provision of student consultation, as requested by the Certified Educator or student, regarding the student's learning goals, process, and focus related to the goals and objectives of ACPE (Standard 304.5). Consultation is required only when deemed so by the Educator and, thus, may not occur every year.

Procedures

- A. The Student shall be oriented to the goals and objectives of ACPE.
- B. At the end of each training unit, the Certified Educator 's final evaluation of the student shall clarify how the student has engaged the goals and objectives of ACPE in learning.
- C. The student may request a consultation after the beginning of the second unit of training; the Center's Educator(s) may request consultation at any time.
- D. When requested, the consultation group shall include the Certified Educator(s) from the center and at least one other ACPE Certified Educator or ACPE clinically trained pastoral person who has an understanding of the goals and objectives of ACPE. The consultation group may include other professionals, such as the PAG, Faculty, or denominational representatives.
- E. Written requirements for the consultation include:
 1. A copy of the student's written learning goals
 2. Copies of all the student's self-evaluation from previous CPE
 3. Copies of all Certified Educator 's -written evaluations from previous CPE
 4. A written statement by the student/Certified Educator clarifying the issue in which consultation is requested.
- F. After dialogue, the consultation group shall conclude the consultation with the student and Educator.
- G. This group is consultative and does not make final decisions. The student's primary ACPE Certified Educator makes final decisions regarding the assessment of the student's learning goals, process, or focus.
- H. The student's primary ACPE Certified Educator will include the consultation feedback in the student's final evaluation for the unit in which the consultation took place.

Discipline, Dismissal and Withdraw Policy

[Standard 304.6](#)

Policy: To provide a mechanism for events within the training programs when the ACPE Educator or CPE faculty must take disciplinary action in the form of probation or dismissal and to provide for the withdrawal of a student from the CPE program.

Purpose:

1. To provide a procedure within the CPE training program so that a CPE student may withdraw from this CPE Center with dignity when the situation warrants.
2. And to provide fair “due process” for students who are disciplined or dismissed from the program.
3. The purpose of the disciplinary policy is to ensure that any and all discipline problems will be responded to with integrity and fairness to the CPE student when such disciplinary actions occurs that could result in probation or dismissal from the program.

Procedure for Withdrawal

The CPE student may withdraw from the program at any time. We request that a student give a two week notice in writing prior to withdrawal. We also encourage the CPE student to complete the unit he/she has started if possible. Withdrawal from the program ends the student’s participation in the CPE Program and ministry assignments within the institution. The student is required to turn in identification badges, keys, and student handbook. If a student is forced to withdraw due to sudden illness, the student may be entitled to a partial tuition refund (see financial policy).

Procedure for Discipline

Procedure for the Discipline of CPE students who are considered seminary students will follow the disciplinary policies outlined in the current student catalogue.

Disciplinary procedures for extended unit or summer CPE students will be handled in a professional face to face discussion that is respectful and dignified. Occasionally, behavior falls on the side of the line that also requires a disciplinary intervention. When discipline is necessary, the CPE Educator will do everything in their power to maximize the learning opportunity for the student to learn, grow, and make appropriate changes as directed by the Dean and the CPE Educator.

Discipline will include both a verbal and written admonishment with an opportunity to change behavior or improve performance. Failure to improve or change behavior, improve performance or respond to the admonishment will result in dismissal from the program.

Procedure for Dismissal

For more serious offenses, dismissal from the program may be immediate. These offenses may include but not limited to

- Violation of Phillips academic misconduct policies and procedures

- Verifiable sexual harassment
- Behavior that violates the ACPE Professional Code of Ethics
- Theft or destruction of property
- Behavior that threatens the safety of others in the classroom or ministry setting
- Excessive, unexcused absences
- Behavior that undermines the integrity of the CPE Program
- Failure to fulfill their CPE learning contract (covenant)
- Failure to successfully complete CPE assignments according to the student's rights and responsibility policy
- Failure to adequately participate in the CPE program such as not fulfilling required hours in ministry site
- Failure to negotiate a learning contract (covenant)
- Failure to fulfill pastoral responsibilities in a professional manner
- Conduct unbecoming of a chaplain, minister, or clergy
- Behavior that undermines the cohesiveness of the CPE peer group
- Misrepresenting one's self, credentials, or identity
- Overt expressions of hostility and insubordination
- Walking off from the classroom or ministry setting without getting appropriate permission
- Violation of patient, family, peer group confidentiality
- Falsifying or plagiarizing the CPE application or written course materials such as verbatims

Dismissal will result when it has been determined that the student has not responded to supervisory interventions. In the event that a dismissed student feels they have not been treated fairly, they will be informed of their right to A. File an appeal or B. File a formal complaint with ACPE. *The student will be informed of their dismissal in a face to face interview with both the ACPE Educator, and the appropriate Baptist administrators will be apprised of the situation prior to and during the process of discipline and dismissal.* **Students who wish to file an appeal or a grievance should contact the chair of the CPE Professional Advisory Group.** Dismissal from the program ends the student's participation in all CPE activities.

Appeals Process: The student will write a detailed letter stating why they are appealing the decision of discipline or dismissal and the expected outcome. The letter of appeal will be brought before the PAG for a final decision within fourteen days of the appeals letter being filed with the Coordinator of CPE. All decisions by the PAG are final. The student may file a complaint with ACPE, Inc. Phillips students may use the appeal process outlined in their student handbook.

Student's Rights and Responsibilities

[Standard 303.8 and 304.8](#)

Policy: The CPE program at Baptist /Phillips is committed to a partnership between faculty and students within the context of CPE that fosters pastoral formation while respecting individual rights and responsibilities.

Purpose: To define and inform all CPE students of their rights and responsibilities while enrolled in Clinical Pastoral Education program.

Procedures

The **student has the right** to receive adequate guidelines and materials in order to formulate and achieve their learning goals and will therefore receive the following:

- A. CPE Handbook and access to ACPE Standards, Manuals, and policies
- B. Orientation that includes a review of all CPE policies and procedures and orientation to Phillips through the seminary's student life services (Note: Support services provided by Phillips will be available to all students in the CPE program)
- C. [303.8](#) Student Support Services that include but not limited to Orientation, consultation for resume preparation, educational guidance, recommendations for counseling resources, resume preparation, and employment search
- D. A syllabus that defines course requirements and expectations for each unit
- E. Access to a client population that provides sufficient opportunity for ministry and learning
- F. Regular, consistent, and competent supervision, consultation, and mentoring from a certified ACPE educator.
- G. Immediate and timely feedback that offers a balance of challenge and support
- H. A collegial learning environment that encourages human growth and dignity and respects each individual as a person created in the image of God
- I. Adequate space for learning and access to library and interdisciplinary educational resources
- J. Encouragement for maintaining faith group endorsement and relationships (negotiated)
- K. Access to a complaint process congruent with ACPE Standards
- L. A sufficient number of students in the peer group (minimum of three) to facilitate peer review
- M. Regular didactic instruction in the theory and practice of ministry

- N. A negotiated Learning Covenant with CPE Educator and peer group
- O. Protection of student files, confidential information, and privacy
- P. A written evaluation within 45 calendar days after the end of each unit based on the student's Learning Covenant and the Learning Outcomes in the ACPE Standards
- Q. The right to respond in writing to the CPE Educator's evaluation

Student has the responsibility to

1. Follow all policies outlined in the Phillips CPE Handbook
2. Students are expected to demonstrate responsible behavior at all times while on the campus where CPE is offered and in their respective ministry setting
3. Students have the responsibility for paying for the program tuition in full the first week of the semester, although a deferred payment plan may be arranged (see page 72)

As a CPE student, I understand that CPE is graduate level work and that I am expected to give graduate level focus and commitment. Failure to fulfill any part of this covenant may result in dismissal from the program.

My signature below affirms that I have received a copy of the CPE Handbook and that I have read the handbook. I affirm that I have been informed of my rights and responsibilities. I agree to abide by the policies and procedures of Baptist Health System, Phillips Theological Seminary, and the CPE policies and procedures.

Signature of the ACPE Certified Educator

Signature of the CPE Student

Effective dates of the program: _____

Agreement for Training

[Standard 304.9](#)

Prior to entering this **agreement for training**, a student must secure placement in a ministry setting that meets all the criteria outlined in the CPE handbook. Approval of the ministry site must be obtained from the CPE Educator before the beginning of training. The Certified Educator may also provide guidance and assistance in locating an adequate ministry setting. CPE at the seminary is based on the parish/community based model. Therefore, the seminary is not considered a designated ministry site. All ministry sites must sign the Parish/Community-Based Working agreement (See Appendix E).

CPE is conducted as an "education for ministry experience." This document and your acceptance into the CPE program will involve a serious commitment to learn and grow from direct supervision and critical feedback about your practice of ministry. You are agreeing to do self-reflection and to write materials that would be most beneficial to your educational process. Your work and ministry will be under the direct supervision of an ACPE Certified Educator.

Confidentiality is basic to professionalism and any communication regarding ministry to persons outside of our professional treatment and/or training circles is prohibited, except as required for the safety of others. Breach of this standard of professional confidentiality is determined by the Certified Educator and may result in your immediate termination. You agree to maintain the confidentiality of those you serve and those who confide in you including the CPE peer group. Your initials also indicate that you agree to abide by HIPPA and that you will not violate the confidentiality of persons or their families under your care.

CPE Student Initials: _____

The material submitted to your assigned educator concerning you and your ministry may be used in the learning process of peer group and/or discussion among ACPE Certified Educators with the understanding that these persons are part of the professional training circle. Your materials may also be used by your assigned educator with other ACPE Certified Educators from whom they may seek consultation as a part of their professional development or as part of research intended to contribute to the field of clinical pastoral education and/or clinical pastoral care. We will in all instances of use beyond this center's professional training circle, and/or your educator, unless full disclosure of the documents is required by law, will attempt to sufficiently alter the material to obviate your being identified as the student in training.

CPE Student Initials: _____

Your written evaluation and your educator's written evaluation of each unit of your training may be shared with individuals invited by your educator to participate in your unit and/or final evaluation process. All other instances of sharing your or your educator's written evaluation(s) or your training experience require a written release signed by you, unless 1) the evaluations are being used exclusively within the professional training circle of the center, or, 2) your Certified Educator, unless full disclosure of the documents is required by law, will attempt to sufficiently alter the evaluation(s) to obviate you being identified. (Your identity will be protected).

CPE Student Initials: _____

You acknowledge that you have received and will review the Phillips CPE Handbook. You are hereby informed that you have full access to the most recent ACPE Standards, Certification and Accreditation manuals, and Code of Ethics governing The Association for Clinical Pastoral Education, Inc. You have had the opportunity to review the policies and ACPE Standards, Objectives of CPE, and Learning Outcomes of Level I and Level II with your educator during orientation.

CPE Student Initials: _____

In all of your activities during your CPE program, you agree to function professionally and within the Code of Professional Ethics as contained in ACPE Standards 100. A copy of the ACPE Standards containing the Code of Professional Ethics has been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally. If you are NOT a member of ACPE, you agree to abide by the Student Code of Ethics in this handbook (see page 43).

CPE Student Initials: _____

I understand and agree to the conditions of this Agreement for Training. I understand and agree to abide by all of the CPE center's policies including protecting the confidentiality and rights of clients, patients, and parishioners. Your initials indicate your agreement to abide by the specific policies and procedures of the CPE program and Phillips Theological Seminary.

Signature of CPE Student

Signature of Primary ACPE Certified Educator

CPE Student – Print

Primary ACPE Certified Educator – Print

Date: _____

Date: _____

Completion of Unit Policy
Phillips/ Baptist Commitment to Students
[Standard 301.3 & 304.10](#)

Policy: Phillips Theological Seminary as a satellite of Baptist Health System is committed to the completion of all **CPE student unit(s)** and will utilize the following procedure in the event that the Certified Educator is unable to continue or when substantive changes place completion of a unit in jeopardy.

Purpose: To define a policy and procedure that provides for the completion of a unit for All CPE students if the primary Certified Educator is unable to continue.

Procedure

In order to give **CPE students** assurance that they are able to continue and complete the current unit, the CPE faculty, CPE Coordinator, or designated administrator shall follow options given below for replacing the Certified Educator:

- a. Reassign CPE students to another ACPE Certified Educator employed by Phillips or Baptist
- b. If reassignment is not possible, Phillips administrators will consider the possibility of recruiting and hiring a qualified ACPE Certified Educator who can serve as interim supervisor until a permanent replacement can be found
- c. Contract or consult with an ACPE Certified Educator in the immediate geographical vicinity to serve as interim or substitute to finish the unit
- d. Contact other regional ACPE offices, or the national ACPE office, to seek an educator
- e. Place students in comparable programs that are able to accommodate displaced students

In the event that the CPE program is discontinued, Phillips Theological Seminary or Baptist Health System and/or a designated administrator will place any and all current students in other CPE Centers or hire an interim Certified Educator to finish the unit that is in progress. Phillips will be responsible for hiring the new interim Certified Educator.

Program Management Policy

[Standard 308.3](#), [304.11](#), [303.4](#)

Policy: ACPE programs shall be managed only by persons authorized by the ACPE, Inc., Decatur, Georgia. All ACPE students shall receive clinical supervision, consultation, and educational support only by persons authorized by the ACPE, Inc. The ACPE programs at Phillips/ Baptist Health System are managed by the Certified Educator who are certified by the Association for Clinical Pastoral Education, Inc. This management includes but is not limited to guidelines listed in PROCEDURES below.

Purpose: To ensure the quality of the clinical supervision received by the students consistent with the objectives of the ACPE Standards.

Procedures

- A. Selects students in collaboration with the PAG
- B. Ensures that all statements in advertising, catalogs, publications, recruiting, and academic calendars are accurate at the time of publication
- C. Directs the Dean's Administrative Assistant to make appropriate changes in the academic calendar in a timely fashion if and when changes occur
- D. Ensures that the CPE program at Phillips/Baptist Health System is in compliance with all ACPE Standards, policies, and procedures
- E. Creates and provides opportunities for students to learn in compliance with ACPE standards
- F. Reviews all face sheets of each evaluation to ensure that evaluations are properly signed, dated, and submitted within the required time limit of forty-five days
- G. Ensures that all student files are up to date, accurate, and in compliance with ACPE Standards
- H. Accepts all ACPE Admissions Applications & Essays
- I. Notifies applicants of receipt of admissions papers and fees
- J. Schedules admission interviews
- K. Ensures that CPE Handbooks are current and accurate
- L. Ensures that self-study is conducted every ten years; and manages accompanying documents in order to maintain the accreditation of the CPE programs
- M. Maintains a pool of qualified adjunct instructors and guest lecturers who can provide interdisciplinary consultation and teaching ([Standard 303.3](#))
- N. Recruits and maintains a CPE Professional Advisory Group (PAG) that meets regularly for continuous quality improvement

The Learning Covenant Policy

[Standard 308.4](#)

Policy: During the first day of classes each semester, students will create an individual Learning Covenant. The Learning Covenant is between the CPE Student, CPE Certified Educator, and the peer group, outlining areas of learning and growth with respect to pastoral formation, pastoral competence, and pastoral reflection. The Learning Covenant may be modified and renegotiated throughout the course of the unit in consultation with the CPE Certified Educator and peer group.

Purpose: The Learning Covenant is based on the premise that the student is the primary person responsible for learning. Therefore, the Learning Covenant provides a clear structure for continued, self-directed, professional learning as it relates to the student's experience in the CPE Program.

Procedure

- A. Using the **Learning Covenant Worksheet** (page 98), design at least three learning goals
- B. Using the information gleaned from the **Learning Covenant Worksheet**, complete the Learning Covenant including *Needs, Goals, Methods and Resources, Achievements, and Success in the Learning Process*
- C. Make a copy of your proposed learning Covenant for each person in the peer group as well as the CPE Certified Educator
- D. The Covenant should be completed and negotiated with your peers and Certified Educator **during the on-campus orientation, i.e., before leaving campus**

Policy to Ensure Minimum Number of Students

[Standard 303.5](#)

Policy: All CPE programs shall have a minimum of 3 students in each peer group for learning

Purpose: To ensure effective and efficient feedback and dialogue.

Procedure

No CPE program shall begin with fewer than three (3) students in the peer group.

In the event the peer group number falls below three students; the CPE Certified Educator will find and add a third person to complete the group. This person may be a

- A. Seminary student
- B. Former CPE student
- C. Minister in the local community
- D. Qualified lay minister

If necessary, the Certified Educator will negotiate with another center to accept the remaining students or join another CPE center's peer group in order to complete the program and receive credit.

Policy for the Continuous Quality Improvement

[Standard 305.2](#)

Policy: The PAG will be responsible for processing and evaluating student feedback about the Certified Educator and program.

Purpose: A process for evaluating and identifying areas of needed improvement in order to ensure the CPE program maintains ACPE Standards, reaching educational goals, and continuously offering the highest quality educational experience to each student.

Procedure

As outlined in the ACPE [Standard 305.2](#), The center has on-going program evaluation sufficient to promote the continuous quality improvement of the educational program(s), including

- A. course content and materials
- B. success with respect to student achievement, including course completion, certification rate, and job placement
- C. educational methods and supervisory relationships
- D. student to educator ratio
- E. appropriate level of challenge in individual learning contracts,
- F. assessment of students' use of CPE
- G. determination and reporting of satisfactory achievement of CPE program outcomes by students enrolled in CPE Level I or Level II

The following resources are points of contact for ongoing evaluation and feedback:

- A. ACPE Certified Educator
- B. The Dean of Phillips
- C. CPE Professional Advisory Group (PAG) members
- D. The Director of CPE at Baptist

In order to glean constructive feedback regarding the CPE Program and experience the Certified Educator has arranged a facilitated group feedback session at the end of each unit as well as individual exit interviews in which the Certified Educator is not present or involved. The PAG members who conduct these meetings will listen to students as well as be in conversation with students. Evaluated questions posed during such these exit interviews include the following:

- What was your experience of the program's didactic sessions?
- What improvements to the didactic experiences would you suggest?
- What aspect of the program was most helpful to your growth and development?
- What elements of your experience were least helpful?
- What surprised you about the program?
- What recommendations would you offer to improve the usefulness of the CPE Handbook?
- In what ways to does the program structure serve you well and what adjustments would you recommend?

As appropriate, the PAG will share information with the Certified Educator so that changes or enhancements may be made to the program as needed. In addition, students complete *Participant Response Evaluation* at the end of each semester (page 124). All information gathered from the

Participant Response Evaluation by the PAG members will be held in confidence and used for continuous quality improvement purposes.

In addition to exit interviews conducted on an annual basis by the PAG, CPE program alumni will be contacted 12-18 months after the completion of their CPE unit to solicit additional useful feedback and insight. (page 142)

In accordance with standards [Standard 305.2](#) and [Standard 308.6.5](#), all evaluative feedback received through exit interviews (described above), participant response evaluations (page 124), and alumni questionnaires (page 142), will be discussed at the PAG meeting at the end of each academic year. At that time, the group will formulate action steps necessary to implement changes suggested in order to enhance the program. The PAG will take all information into consideration and formulate action steps and in order to improve the quality of the program before the next unit of instruction begins.

Policy for Evaluation of Student's CPE Experience

[Standard 308.6.5](#)

Policy: The ACPE Standards require an evaluation of the student's CPE experience by the educator and by the student. Evaluation is a part of process education and may take various forms, be conducted with a variety of persons, occur at many and varied times, and serve several purposes.

Purpose: To provide student with a respectful and confidential report of their CPE unit experience as well as a system for student response to the report.

Procedures

The Certified Educator may use the form Sample CPE Program Evaluation, Appendix C. However, students may use a form designated by the educator or center.

The Certified Educator's final written evaluation of the student's CPE experience should fulfill the following criteria:

- A. Identify the student, educator, center, program of CPE, beginning and end dates of unit, and preparer of the document
- B. Reflect professional quality both in clarity of thought and style of preparation and presentation
- C. Be timely in respect to the evaluation experiences being summarized and also to the availability of the document for future use; the signed and final educator's evaluation must be received by the student within 45 calendar days of the end of the unit
- D. Be respectful of the confidentiality of the student, peers, and persons to whom the student ministered
- E. Never be given to anyone without the written permission and direction of the student, except as noted in the policy for student records (page 74).
- F. Be signed and dated by the educator and the student
- G. Include a written response to the educator's evaluation to become part of the student's official records

Note: Educators must attach cover sheet (Appendix A) to each student's evaluation. Students may attach an addendum to the educator's evaluation.

Section H

Syllabus and Other Guides

Phillips Theological Seminary
Clinical Pastoral Education Program
A satellite of Baptist Health System, San Antonio, TX

Unit Syllabus
[Standard 308.6.3](#)

CPE 500 Clinical Pastoral Education Level I – First Semester (3 sem. hrs.)

CPE 510 Clinical Pastoral Education Level I – Second Semester (3 sem. hrs.)

Professor: Jacob George, Jr., 901 North Mingo Road, Tulsa, Oklahoma 74116

Email: jacob.george@ptstulsa.edu

Class Location: TBA

Time and Date: Wednesday 9:00a-11:45a, three additional 8:30a-5:30p days.

Course Description: An extended parish-based course intended to meet the standard requirement of a one unit of certified ACPE training. The design of the course is based on the action-reflection peer learning model of experiential education. Students will engage in critical reflection in order to gain greater self-awareness, ministerial identity, and effective spiritual caregiving skills ([Level I Outcomes 311.1, 311.2, 311.3](#)). Through the use of verbatim case studies, didactic instruction and individual/group supervision by a certified ACPE Educator, progress toward specific Level I learning outcomes will be achieved and evaluated ([Level I Outcomes 311.8, 311.9](#)).

Course goals: Through participation in both semesters of this seminar students should learn the following:

- Develop a basic and critical understanding of the CPE process-oriented learning model
- Become familiar with the clinical method of learning
- Enhance skills and competence through classroom lectures, peer-group discussions, and verbatim presentations
- Acquire a multidisciplinary perspective about pastoral ministry
- Understand the pastoral, personal, and professional dimensions of the practice of ministry
- Evaluate and achieve the Level I CPE learning outcomes in the ACPE Standards site

Occasionally, special guests will speak to the class or sit in on classroom presentations.

Required Texts

- *ReCalling our Stories: Spiritual Renewal for Religious Caregivers*, Edward P. Wimberly.
- *Generation to Generation: Family Process in Church and Synagogue*, Edward H. Friedman and Gary Emanuel.
- *Pastoral Theology in an Intercultural World*, Emmanuel Y. Lartey.
- *The Learning Congregation: A New Vision for Leadership* by Thomas R. Hawkins.

Grading for Phillips students

Class Participation	50%
Book review	10%
Verbatim Case Study	20%
Final Evaluation Paper	20%

NOTE: Phillips students should refer to their current seminary catalog and student handbook for policies related to attendance, disability, and academic credit. These policies are also posted on MoodleRooms.

NOTE: All assignments must be completed and submitted by the due date in the syllabus. Failure to complete all assignments on time can result in a lower grade, immediate withdrawal from the class, or a failing grade for the course. All work is expected to reflect graduate education quality. Grading will be based on these expectations and the professor's judgment.

Attendance

Attendance at each class session and participation in face-to-face class discussions is essential for group cohesion and successful achievement of learning goals. ACPE standards require completion of 100 hours for CPE credit ([Standard 308.9.1](#)). The largest portion of these hours will come from Monday peer group meetings. Please be prepared to attend Monday peer group meetings and aware that group experiences cannot be repeated or "made up."¹

Regular, on-campus class meetings: Mondays 2:30 pm – 5:30 pm

Weekly Schedule:

2:30p - 2:45p	Devotions/Meditation
2:45p - 3:30p	Didactic Instruction or IPR
3:30p - 3:45p	Break
3:45p - 5:00p	Verbatim Presentations
5:00p - 5:30p	Debriefing

¹ If you are a fulltime student, Phillips' attendance policy per the *Phillips Student Handbook* will be in effect for degree seeking students: "Any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course."

In addition to regular, on-campus class meetings, there will be six Wednesday **all-day class sessions from 8:30 a.m. – 5:00 p.m.**

August 28, 2019 – ORIENTATION
October 23, 2019
December 11, 2019
January 29, 2020 - ORIENTATION
March 04, 2020
May 13, 2020

Prerequisites

Degree Seeking Students

Prerequisites for the course include completion of the middler assessment course (portfolio), a standard ACPE application form and essay, an interview by CPE Educator and PAG, and approval by the CPE Educator.

Non-Degree Seeking Student

A standard ACPE application form and essay, an interview by CPE Educator and PAG, and approval by the CPE Educator.

Written Assignments

Verbatims: students will write three verbatims for either presentation in class or submission to the educator. A schedule for presentations will be made the first day of class. See student handbook for the verbatim format. ([Level I Outcome 311.3, 311.8](#))

Reflection papers: Students will be assigned to write one two-page paper reflecting on their progress during the unit. See the schedule below. See student handbook for Reflection paper format. ([Level I Outcome 311.3, 311.4, 311.6](#))

Book Reviews: students will select a book related to one learning goal and write a review to be shared in class. The review should be 3-5 pages double spaced typed written. The paper should have three parts. ([Level I Outcome 311.6](#))

- A. Brief review of the contents
- B. Analysis of the books strengths and weakness
- C. Recommendation for the books usefulness in ministry.

Mid-Unit and Final Evaluations: students will write an evaluation and present in class with copies for each person in the group. Evaluations will be read out loud, and feedback will be provided by the educator and peers. A separate confidential evaluation will be written and provided by the educator after the completion of the second semester before the student is granted credit for one unit of CPE. The educator and student evaluations are to be read con-jointly. ([Level I Outcome 311.3, 311.8, 311.9](#))

First Semester Class Schedule (Sample):

Week One	Orientation, Introductions, Learning Covenants	8:30am-5:30pm
Week Two	Didactic: <i>Theological Reflection on Pastoral Care</i> (Lartey Ch 1-3) (Level I Outcome 311.1) Verbatim	
Week Three	IPR Verbatim	
Week Four	Didactic: <i>Self-Understanding and the Limits of Care</i> (Wimberly Ch 1-2) (Level I Outcome 311.2) Verbatim	
Week Five	IPR Verbatim	
Week Six	Didactic: <i>Collaborative Models of Ministry</i> (Hawkins Ch 1-3) (Level I Outcome 311.3, 311.4) Verbatim	
Week Seven	Mid-Semester Reflection paper	8:30am-5:30pm
Week Eight	IPR Verbatim	
Week Nine	Didactic: <i>Family Systems Theory</i> (Friedmann Ch 1-3) (Level I Outcome 311.5, 311.6) Verbatim	
Week Ten	IPR Verbatim	
Week Eleven	Didactic: <i>Narrative Approaches to Care</i> (Wimberly Ch 3-4, Hawkins Ch 1-2) (Level I Outcome 311.6) Verbatim	
Week Twelve	Book Review Presentations (Level I Outcome 311.6)	
Week Thirteen	Mid-Unit Evaluations (Level I Outcome 311.8, 311.9)	8:30am-5:30pm

Second Semester Class Schedule Sample:

Week One	Reflection Papers	8:30am-5:30pm
Week Two	Didactic: <i>Pastoral Care and the Global Context</i> (Lartey Ch 4) (Level I Outcome 311.7) Verbatim	
Week Three	IPR Verbatim	
Week Four	Didactic: <i>Understanding the Human Personality</i> (Friedmann Ch 4-6) (Level I Outcome 311.1, 311.6) Verbatim	
Week Five	IPR Verbatim	
Week Six	Didactic: <i>Leading Others Through Change</i> (Hawkins Ch 5-8) (Level I Outcome 311.7) Verbatim	
Week Seven	Mid-Semester Reflection paper	8:30am-5:30pm
Week Eight	IPR Verbatim	
Week Nine	Didactic: <i>Ministry with Marginal Groups</i> (Friedmann Ch 8, Lartey, Ch 5) (Level I Outcome 311.7) Verbatim	
Week Ten	IPR Verbatim	
Week Eleven	Didactic: <i>Practices of Sustainability in Ministry</i> (Wimberly Ch 5, 10) (Level I Outcome 311.9) Verbatim	
Week Twelve	Book Review Presentations	
Week Thirteen	Final Evaluations (Level I Outcome 311.8, 311.9)	8:30am-5:30pm

NOTE: The educator/professor reserves the right to make changes in the syllabus in order to meet the learning needs of the class.

Guidelines for the Learning Covenant

The Learning Covenant

The Learning Covenant provides the foundation for the student's learning process and achievement. Without a Learning Covenant, there is no basis for mentoring, on-site reflections, classroom discussion, or verbatims. Therefore, students must give focused attention to writing a Learning Covenant.

I. Purposes

- Guides the conversation with the mentor.
- Helps the student measure and celebrate achievement.
- Provides a boundary around topics discussed with the student.
- Identifies areas of needed growth and improvement.
- Encourages self-directed learning.
- Allows for accountability between those involved in the program.

Assistance with writing a Learning Covenant will be provided during the Orientation session. A sample of a Learning Covenant is located at the end of this chapter. Also, lists of key phrases that represent the three domains of learning - personal, contextual, and practical - are included. Each student is asked to identify one to three goals for each domain of learning.

Learning goals serve as a guide for deeper reflections throughout CPE coursework. Therefore, learning goals need to be **measurable and realistic**. **Learning goals are also negotiable**. At the end of the first semester, a student may want to change or retune their goals to better navigate the learning process. Any change in the Learning Covenant must be approved by the Director and Mentor.

Developing and achieving learning goals can be a lifelong process. Burnout often occurs from a lack of clarity about one's learning goals and expectations. Students who develop the habit of setting personal and professional goals appropriate to their context will enjoy longer and more sustainable interest in ministry.

II. Identifying Learning Goals

- A. Prior to CPE Orientation day, yet *once you have been admitted and have secured a ministry site*, set aside one week to pay attention to your strengths and weaknesses. Using a journal, record your tendencies of "avoidance" and/or "anxieties," e.g., certain visits, persons, situations, or tasks. The avoidance/anxiety may give you a clue to an area that could use focused attention in the form of a "learning goal."
- B. In consultation with your mentor and considering the ministry context, identify 1-3 learning goals for each of the three domains of learning. Goals should be focused on areas of important growth related to your personal interest and ministry context. Areas of growth should emerge from your awareness of the knowledge, skills, attitudes, and behaviors necessary to be an effective leader in the church and society.

- C. **Categories for learning goals should include personal, contextual, and practical domains** (See **Table A**). You will be given an opportunity to further discuss and clarify your learning interests during the first Orientation Workshop. The learning covenant should be developed in consultation with your peers and the Certified Clinical Educator.

Table A: Domains of Learning Goals

Personal	Contextual	Practical
Cultural Competence	Community Care	Preaching
Interpersonal Relationships	Cultural Humility	Leadership
Self Confidence	Critical Conversations	Stewardship
Emotional Intelligence	Congregational Analysis	Time Management
Self-awareness	Political Dynamics	Worship
Mental Wholeness	Gender/Sexual Orientation	Church Planting
Hospitality to Others	Racism	Discipleship
Intellectual Discipline	Ethnicity	Spiritual Nature
Physical Exercise	Social Justice	Religious Education
Personal Accountability	Generational Dynamics	Conflict Resolution
Anger Management	Global Perspectives	Community Organizing
Spiritual Growth	Organizational Leadership	Administration
Discovering Values	Theological Ethos	Story Telling
Making Priorities	Constructing Meaning	Bible Interpretation
Setting Boundaries	Patterns & Behavior Norms	Theological Reflection
Finding Own Voice	Beliefs and Practices	Prophetic Resistance
Tolerance	Systems Theory	Intercultural Dialogue
Embracing Conflict	Faith Commitments	Music Ministry
Keeping Commitments	Individual vs. Corporate	Age Appropriate Ministry
Increasing Intimacy	Identities	Missions
Courage	Inter-contextual Influences	Pastoral Counseling
Trusting Others	Social Media	Artistic Expressions
Valuing Friendships		Advocacy
Developing Colleagues		

Table B: Ways I Sabotage Learning

hindering my progress

Avoidance:	Reluctant to address obligations or responsibilities in a timely manner. EXAMPLE: I can't make a visit because I don't know what to say. Getting too busy with "other things" (some of those are things I would rather be doing; some come from just accepting too many responsibilities). EXAMPLE: I don't have time for self-care today because
Blaming:	Disinclined to take responsibility; portrays self as helpless victim of circumstances beyond one's control. EXAMPLES: It's not my fault. I didn't have another choice.
Poor Goal-setting:	Making goal without including financial and/or emotional costs and specific dates/times. EXAMPLE: I'm going to do more self-care v. I'm setting aside 6-7 a.m. on M/W/F for personal reading and 6-7 a.m. on T/TH/S for walking three miles. Making a goal without considering and/or declaring consequences for myself if I don't follow through on the goal. EXAMPLE: If I accomplish my goal for one week, I'll treat myself to a coffee latte. If I fail in any way in my goal for one month, I'll give \$500 to Heifer International (anyone can set a goal – the question is "What pain am I willing to put in to accomplishing the goal?") Creating goals that are complicated or too ambitious (break down the goal into achievable pieces). EXAMPLES: I'm going to pray more in public v. I'm going to be open to praying with people three times in the next six days.
Lack of Support:	It's unrealistic to think you are going to do it all on your own. Decide ahead of time what you need: Perhaps you need a team; perhaps you simply need an "accountability partner." Effective people know that asking for help is smart, strategic, and essential. EXAMPLE: Joe said that he'd be my accountability partner for one month. I will email him at 9:00 p.m. each day to let him know how I did on my goal today and to let convey my plan for tomorrow. EXAMPLE: I need a Worship Committee to help create worship each Sunday.
Rigidity: choices.	Rigidity usually means we're focused on failure instead of open to new choices. Rigidity often comes from making rules for ourselves and our lives based on old systems we have developed to protect us. EXAMPLES: I've never been comfortable praying in public. Therefore, I can't.

NOTE: Anything in Table A can be not only a learning goal but also a means that can lead to a way of sabotaging learning.

Learning Covenant Format

NAME: _____ UNIT/YEAR _____

I. Needs and Goals

Review ACPE CPE (Level I/Level II Standards 311/312) Objectives and Outcomes for creating learning goals.

NEEDS: Where are your "gaps"? I have problems with boundaries specifically with balancing my personal life with my professional life. What do you need to be a more efficient, knowledgeable, responsive, competent, spiritual pastor/minister? I need to learn more about claiming boundaries in a pastoral manor.

GOALS: What do you want to learn? Remember, learning goals engage students in the action/reflection process of seeing oneself as a pastor.

Personal Needs/Goals

Contextual Needs/Goals

Practical Needs/Goals

II. Methods and Resources

Determine **specific** plans of action that you will use to achieve each of the goals identified above. Remember to include your peer group, the Certified Clinical Educator, and verbatim material in your methods and resources. What do you need to be able to learn what you want to learn? What resources are available to you? How will you use the resources that are available to you?

Personal Goals

Contextual Goals

Practical Goals

III. Achievements

State in quantifiable, measurable language how you, your peers, and the Certified Clinical Educator will know when you have achieved your goal. How will you, your peers, and the Certified Clinical Educator know when you have achieved your goal?

Personal Goals

Contextual Goals

Practical Goals

IV. Success in the Learning Process

What awareness do you have of how you learn? What three (3) ways do you learn best? What keeps you from being successful in your learning? List (3) ways you sabotage learning?

Guidelines for Parish/Community-Based Working Agreement

Phillips offers a full-unit of CPE in a two-semester format. (Half-units are not typically offered at Phillips). Of the 400 hours expected to complete a unit of CPE, 100 hours will be spent in class on-campus. (See "The Clinical Pastoral Education Curriculum," page 21, see page 92 for a detailed schedule.) In addition, students will be expected to read, as well as be able to discuss, at least 300 pages each semester and spend approximately three hours' preparation per week for classroom presentations and reflection papers.

Each semester is based on 3 hours' academic credit.

Ministry Assignments

A CPE participant, intent on presenting well in the application and interview process, will have a defined ministry site in mind at the time of the application interview. Ministry positions may be volunteer or paid. (Phillips is not responsible for negotiating ministry sites or for reimbursements.)

Of the 400 hours required to complete a unit of CPE, the clinical *practice* of ministry comprises at least 300 hours. Ministry sites include a variety of venues such as congregational and parish-based settings; state, police, and firefighting agencies; prisons; and addiction recovery facilities. (Please note that prior to working at a site, students must consult with the Phillips ACPE Certified Educator to determine that the Association for Clinical Pastoral Education and program guidelines are met.)

Criteria for Ministry Sites

1. The proposed ministry site, and the professional work one will be responsible for in that setting, should be appropriate to the stated goals and specializations of the ministry program (e.g., MDiv, MAMC, CPE Standards).
2. Students must spend a minimum of 12 hours a week working with
 - a) a clearly defined set of tasks that adequately contributes to a student's learning goals (working perhaps on a clear set of various ministry skills);
 - b) a clearly defined area of ministry (e.g., Christian education, youth ministry, singles ministry, pastoral care, etc.); or
 - c) a particular focused approach to the above skills or areas (e.g., spiritual development and formation).
3. The ministry site must provide sufficient lines of accountability within the organizational structure of the site. If a multi-staff position, there must be adequate oversight of the student's ministry by a senior staff person.
4. Students are encouraged to select ministry sites that (a) have policies and procedures to protect the rights of the student, and (b) provide a safe environment for learning and practicing ministry, free of harassment or coercion.

5. The ministry site agrees to support the student's participation in CPE by providing adequate resources for the educational objectives of the program and the learning goals of the student. The signatures on the Parish/Community-Based Working Agreement represent the institutional support of the student's learning process.

Classroom

Students are expected to be ready to begin CPE on the days outlined in the syllabus. Absences are discouraged, and each student should negotiate any absences with the ACPE Certified Educator and peers. ***Any absence may result in non-certification of the unit.*** Inclement weather does not constitute an automatic absence. Students will be notified by the Educator if CPE is canceled.

During the unit, an emergency or crisis may arise within a parish that requires the student's presence. If such a situation arises, please speak with your Educator as soon as possible. ***Such an emergency does not constitute an automatic, excused absence. Missing supervision, didactics, presentations, etc., for any reason could result in non-certification of the unit.*** Orientation will provide discussion on how to address emergencies and/or crises.

Parish/Community-Based Working Agreement

Each student will complete a Parish/Community-Based Working Agreement, provided by Phillips. The Agreement outlines a covenant relationship between the following:

- Student
- Parish/Community Setting (Representative of setting, e.g., Chair of Session, Cabinet, Council)
- On-Site Reflectors (3-5 persons)
- ACPE Certified Educator
- Ministry Supporter (from next judicatory/governing level in Parish Setting and supervisor if institutional Ministry Setting)
- Preceptor/Mentor (See definition of terms).
- Phillips Theological Seminary

(See page 127 for Parish/Community-Based Working Agreement Form)

On-Site Reflectors

Each student will, in collaboration with the senior pastor, institutional educator, or governing body, choose 3-5 persons from the Parish/Community site with whom to confer and consult during the CPE unit (see the following guidelines).

Guidelines for Selecting On-Site Reflectors

1. Select at least three people from your ministry setting who have direct awareness, observation, or understanding of your role. Make sure they are able to meet at least once a month with you. Ask one person to serve as the “Convener” of the group. The convener will be responsible for writing the final evaluation.
2. Select people who you consider to be honest, objective, and fair.
3. Responsibilities of On-Site Reflectors
 - a. **Write** an evaluation of Student’s work, at the end of each semester, to be shared with your CPE Educator.
 - b. Meet with you **once a month**. You are expected to share your Learning Covenant with On-Site Reflectors. In addition to once-a-month meetings, you and your On-Site Reflectors must meet at least once each semester with your ACPE Certified Educator for introductions and orientation.
4. CAUTIONS:
 - Be cautious about selecting persons who have supervisory authority over you.
 - Be cautious about selecting persons just to draw them closer to you or a ministry.
 - Be cautious about selecting persons who have a dual-relationship with you.

Guidelines for On-Site Reflectors

An Open Letter to On-Site Reflectors

Dear On-Site Reflectors:

Thank you for agreeing to be an On-Site Reflector for the Phillips Seminary CPE program. The responsibilities you have accepted of meeting with the CPE student and giving feedback to the student as well as me, are significant to supporting and enriching the learning experiences in which you and your CPE student will be engaging over the next nine months.

The CPE student has chosen you as one of three Reflectors because they believe that you can give me, the CPE Educator, an adequate reflection of their pastoral work. The service you provide for both the student and me is that of someone who can reflect upon the areas where the student effectively utilizes pastoral skills as well as areas in which the student may be challenged or can improve skills.

Your willingness to discuss your thoughts provides significant insight to the CPE student and me. Please think about areas of growth as places where the student might use more learning or insight. As you think about areas of growth as opportunities to engage in learning and insight, I invite you to ponder the following questions:

What are the areas in which the student seems to work with ease?

In which areas does the student seem uncomfortable?

What are the student's "natural" gifts?

With which skills does the student struggle? How do struggles manifest themselves?

In what areas of pastoral care have you seen the student improve?

In what areas have you noticed changes in the student's performance?

Thank you again for your willingness to assist this student in the learning process. I also appreciate your availability to help me assist the student become a stronger pastor.

At the end of each semester, I would appreciate from you a written assessment of the student, of no more than three pages, that sums up the main issues and topics discussed with the student during the semester. You may provide the assessment during an on-site visit, or you may e-mail the assessment to me at jacob.george@ptstulsa.edu

Gratefully,

Rev. Dr. Jacob George
ACPE Certified Educator
Phillips Theological Seminary

Guidelines for Writing a Standard Verbatim Conversation

Definition: A verbatim is a word-for-word account of a pastoral care encounter with a patient, family, or staff member for the purpose of developing pastoral ministry reflection skills.

1. Due to confidentiality you may NOT tape-record your visits.
2. After a visit that you deem "significant," reconstruct the visit in your mind and write down as much of the dialogue as you can remember. You will not remember everything.
3. Take down notes after the visit --- not during the visit.
4. Use all of your senses to remember the visit: Record what you saw, what you heard, what you smelled, what you felt, and also record interruptions, i.e., telephone calls, staff, noises.
5. Record anything (positive or negative) that has a direct impact on the visit.
6. Use the verbatim template in the syllabus when you write verbatims.
7. Remember that the verbatim is always about you!

WHAT IS A "GOOD" VERBATIM? A good verbatim is NOT defined by whether you offered a "good prayer," read scripture, did a "good" job, said or did the "right" things. A good verbatim is that which generates discussion in the peer group and raises questions about ministry, theology, self, and your functioning as a person in ministry.

(Sample)

Verbatim

<i>Person's Initials</i> L,R	<i>Person's Age</i> 18 years old
<i>Date and Location of Visit</i> June 22, 2000/ Hospital	<i>Person's Race</i> Caucasian
<i>Length of Visit</i> 20 minutes	<i>Person's Marital Status</i> Single
<i>Type of Visit</i> Request by the mother	<i>Person's Gender</i> Male
<i>Verbatim Number (e.g., 001, 002)</i> 1	<i>Describe Your Assessment of the Need for Pastoral Support</i> Supportive care for the mother
<i>Name of CPE Student</i> Lois Lane, Youth Pastor Intern	<i>Name of CPE Educator</i> Dr. George

Title: The “bites” of life

Chaplain’s Dilemma(s): How to connect?

Diagnosis/prognosis: An eighteen-year-old male who was being discharged this afternoon after being treated for a poisonous spider bite.

Peer group focus: I would like the group to focus on my ability to engage with the mother, **L**, in this pastoral visit. Moreover, I would like suggestions/insights to how I could have been more intentional in my pastoral role.

Introduction: I was at the church making preparations for youth meeting later that evening when I received a call from the mother of one of our youth. She indicated her son was about to be discharged from the hospital within the next hour or so. The mother asked if I would be willing to visit with them. She explained, in a low tone of voice that was almost a whisper that they were returning to a local shelter today. Surprised by this information, I agreed and immediately headed to the hospital.

L is an Euro-American woman in her mid-forties. She has shoulder length blonde hair and was casually dressed in blue jeans and brightly colored blouse. Her eyes were swollen and red and her make-up was smeared. My sense was that she was distressed and anxious.

C= Youth Pastor **L**= Mother **F**= Father

C1= (standing outside the patient’s room) Hi **L**, (extending my hand and meeting her eyes) I would be glad to visit with you. There is a room just down the hall where we can have some privacy to visit. Would it be okay if we went there so we can talk?

L1: (crying to the point she was sobbing and wiping away tears) Yes, (nodding but looking to be in state of disbelief) that would be okay.

C2: (walking to the room together I sensed she has been crying for quite some time. We entered the room and I asked **L** to make herself comfortable, I’m feeling unsure of what to say) **L**, you are upset...you told me on the phone your son is here and about to be discharged from the hospital. Can you tell me more about what’s going on today for the two of you?

L2: (still crying with tears coming down her cheeks) I know I’ve got to pull myself together because **T** can’t see me looking like this when he leaves here in just a few minutes.

C3: (still looking at her) Why has **T** been here?

L3: (more tears) Oh...it’s just the hardest thing to be a parent. I never thought it could be this hard to be a mother. (pause) He’s just so young and of all things...I can’t believe (pause) I didn’t think of every possible thing that could happen and go wrong for him since he’s been away from me and **R**. (sigh and wiping away more tears)

C4: (feeling like I’ve just been dropped into the middle of a conversation that never took place and feeling anxious) **L**, why is **T** here and what’s he being treated for?

L4: Oh, I'm probably not making much sense right now...sorry about that. T is my youngest son. He's 18 years old and young for his age. F and I couldn't handle him anymore. We've all been through a lot. Two weeks ago, my husband and I decided to take T to John 3:16. (tears begin to flow again) T doesn't want to follow our rules at home. We didn't know what else to do....so finally we decided John 3:16 might be a place for T to learn how to grow up and be more responsible for himself.

C5: What is John: 3:16? (I didn't want to guess at this point)

L5: Oh, I'm sorry. I'm not explaining things very well. It's a shelter for people in a difficult situation. I didn't know what else we could do at this point for him.

C6: I see. (feeling sad) So, why did he have to come to the hospital?

L6: He is here because, of all things, because of a spider bite! I can't believe that has happened to him. Of all the things, I tried to imagine could possibly happen to him at the shelter...I never thought about him getting a spider bite. (talking faster now) I tried to think ahead to all the things that could go wrong while he was away from me...I never thought about this (looks at me) Do you have kids?

C7: (not knowing where to go with this visit...I'm feeling inadequate to minister to her because I am not a parent) No...I don't have kids of my own. I can't really imagine how it must feel to be a mother especially in a time like this. (Pause)

L7: You probably haven't missed very much. Being a mother can be so hard sometimes. I have two boys. My oldest son has done well and has learned to be on his own. But, T, has a lot of problems. He doesn't even have his driver's license yet.

C8: What kind of problems does T have?

L8: He has ADD...Attention Deficient Syndrome. T has had a consistent life...He's had the same parents his whole life...he didn't grow up in a home where his parents got a divorce. But, (sounding anxious) for some reason here we all are. Now, it's all for me to do over again. I just don't think I can do this again (tears flow)

C9: I'm sorry to not be following everything. The nurse told me T is going to be leaving the hospital fairly soon. I take it that you and your husband won't be taking him back to the shelter yourselves?

L9: No...we aren't going to do that...because when they brought him to the hospital no one from the shelter left him any clothes to change into. So, F and I decided to come to the hospital and see him. And he needed some clothes to wear back to the shelter. I'm not sure they will bring him anything to wear. I don't even know if it was right for us to even be here to see T...at least see him again so soon.

C10: (feeling I was starting to understand the real issue here) So, now you are saying goodbye to T all over again?

L10: Yes. That's right. So now that I am here, I told my husband that I can't let T see me like this (pointed to her face) when they come from the shelter to take him back with them. In fact, I will have to hurry and get it all together...they will be here pretty soon!

C11: You know, L (looking at her) Like I said...I'm not a parent and I can't understand how heartbreaking this must really be for you and for your husband. Parents must all go to the same school... (smiling a little and looking at her)

L11: What do you mean? (curious)

C12: (feeling a little more confident) It's just that parents want the best for their kids. And it must hurt when you, like other parents, see things that your kids can't see for themselves. You can see some of the struggles they have to face for themselves.

L12: Yes...I guess that's true. It's not an easy place to be as a mother. It's a lifetime job really. But, T has been through so much and he did call from the shelter almost every day when he was there the first time. Now...(crying) it's all to do over again. I just worry about him so much.

C13: (realizing time was running out for me to bring this visit to any kind of helpful place for L. Pause and looking at her) You know, I just thought of something... Maybe, maybe...T has an advantage when he goes back to John 3:16 that you can't have as a parent (feeling more sure but surprised by the words that I offered)

L13: What do you mean?

C14: I'm just thinking back to when I was T's age...maybe a little older than him but not by very much. Granted, it was not the same situation you are working through with T. But, I remember what it was like when I moved away from home to go to college. I thought I knew more than I really did... but I remember telling my Dad I would call him first thing when I got to the campus. That didn't happen though. I drove to the school and got busy and all caught up in my day. I moved into my dorm, met my new roommate and then by the end of the day...I realized what I hadn't done. (Pause) I hadn't called my Dad to tell him that I was okay.

L14: What happened?

C15: Actually, my Dad wasn't angry with me...He was worried about me. Looking back on that experience now he had a lot to be worried about.

L15: You were his baby, weren't you? (looking at me)

C16: Yes... but I had an advantage that he couldn't have on that day. I knew where I was... I was in a new place but I could see things that he couldn't see from where he was at home. I knew I was okay. My Dad didn't have a way of seeing me in my new surroundings though, at least not on that first day. I think he will have an advantage when he leaves here today. (Pause) He will be going back to familiar surroundings.

L16: (wiping her face) I.... I think that's true. I hadn't really thought about it like that before...This is hard but maybe it is really harder on me than it is him. (Sounding as if she was trying to convince herself this was true)

F1: (walking into the room and surprising both of us) L, they are here now. Are you going to be able to do this...able to tell him goodbye?

L17: I don't know...F. I don't know if I can bear this (crying)...to do this all over again... I have to try though.

F2: (looking at me) do you have children?

C17: No...No, I don't. I may have caused my parents some heartache though.

F3: Well, no maybe you didn't at all. Here they come with T (in a wheelchair). Are you going to be able to do this? If you can't that's okay too.

L:18: (wiping her tears away quickly and taking a deep breath, L stands up) I have to be okay...I can cry all the way home in the car but I have to do this for T and for me. (Turning to me) Thank you...Thank you for talking to me.

C: 18: You are most welcome. My prayers go with all three of you today. (L and F say goodbye to T and I walk with them to the nurse's station)

Self-Awareness: I was aware during this visit of my feelings of helplessness. L was uncertain of how to best help her son. In a parallel way, I was uncertain of how best to help L. I felt empathy for L and my heart went out to her. I also experienced a sense of inadequacy when I could not directly relate to her journey as a parent. In an effort to connect with her, I thought back to my teenage years and how my parents felt about my leaving home to go to college. I tried to relate to L's pain through the eyes of a teenager. I offered her a personal family story that came to mind and hoped it would help.

Theological Reflection: As I reflected on this pastoral visit, I remembered the parable of the prodigal son and his older brother (Luke 15: 11-32). In this visit, however; it was a mother who told me how much both of her sons meant to her. She seemed to understand the older son but the youngest son is a mystery to her. In a way, T is L's prodigal son right now. She doesn't understand him but she longs for his safety and his well-being. She is experiencing guilt and lamenting the circumstances of the situation. My sense is that she also has hope that she will one day be able to welcome T home with open arms and that he will be a stronger, wiser and more independent young man.

Lessons in Ministry: I was reminded in this visit of the importance of gathering basic data on the situation. I learned that obtaining necessary information helps me feel more confident and relaxed in my ministry. I have a sense of being better connected to the people and dynamics of the event. I was also reminded of the importance of exercising active listening skills and reflecting back the emotions that I hear. This seemed to allow L to more fully experience and identify her emotions. I utilized the clinical method of learning in this visit by sharing a personal life experience with L. I am often reluctant to do this in a pastoral visit. I trusted my intuition in this interaction and took a chance. It was uncomfortable for me, but I learned that relating a piece of my story can produce an important bridge of relating to another person's struggle.

Guidelines for Mid-Unit Evaluation

I. General Information

The Mid-Unit Evaluation, when required, is your evaluation of your work from the beginning until the mid-point of the unit, along with feedback from peers and CPE Educator's. Using the outline below, write a clear, concise, complete essay. Report on your learning progress. Be specific and concrete. Use clinical illustrations from case material, significant incidents, and/or parishioners/peers/educator/ministry staff/denominational leaders/seminary staff.

Expectations for evaluation is as follows

- A. Single-space typed essay limited it five pages
- B. Prepare to complete your evaluation and all discussion in 45 minutes
- C. Provide a copy to each person in the group; give the original to your educator
- D. The Educator does not write a mid-unit evaluation

II. The Evaluation Outline

- A. *Cover sheet*, please include your name, the name of the CPE Center, the date of your mid-unit evaluation, your CPE level and number of units, your denomination, and your educator's name.
- B. *Self-Awareness*
Briefly describe at least three new things you have learned about yourself so far in the Unit. Explain how these new awareness have changed the way you provide ministry to others.
- C. *Learning Covenant (ACPE Standard 308.4)*
Include a copy of your Learning Covenant as agreed upon by you, your peers, and educator. Evaluate your growth in regard to the Learning Covenant.
- D. *Ministry Setting (ACPE Standard 308.2)*
Describe your ministry setting in detail, including the location of your ministry, the persons to whom you provide ministry, and any other details that can help your peers and educator understand the ministry you provide. What learning issues unique to this setting have arisen for you? Describe how you have used the clinical method of learning to address these issues.
- E. *Progress Toward Outcomes (ACPE Standard 311/312)*
Using the outcomes for the level of CPE in which you are working (Level I or Level II), evaluate your progress toward the outcomes. List each outcome separately, discuss each one, and evaluate your work using specific examples of how you are meeting these outcomes. For a list of outcomes, please see the 2016 ACPE Standards at www.acpe.edu or in the Phillips library.
- F. *The Peer Group*
Somewhere within your evaluation, discuss your relationship with each peer individually, and discuss the functioning of your peer group. What do you like most about

your peers? What would you like to see change?

G. *Program Feedback*

Provide feedback about the CPE program and the CPE Educator at Phillips.

III. Evaluation Session Process

The Mid-Unit Evaluation is a time for you to receive feedback from your peers and Educator about your learning. You are expected to structure the time for your learning needs.

Guidelines for Final Evaluation

The Final Evaluation is written by the CPE Educator utilizing input from the student and the peer group ([Standard 308.8](#)). Therefore, the term “final evaluation” refers to the student’s five-page evaluation as well as the CPE Educator’s compilation and assessment created by utilizing the student’s five-page evaluation.

Procedure

- A. The student will write a final evaluation of no more than five single-spaced, typed pages, and attach to the Outline for Final Evaluation for CPE (Level I) sheet.
- B. One week prior to the day of final evaluations, student will provide a copy of the five-page final evaluation to each member of the peer group and e-mail a copy to the CPE Educator.
- C. On the day of final evaluations, the student will provide a hard copy of the five-page final evaluation to the CPE Educator for the Center files along with this outline (Outline for Final Evaluations for CPE (Level I/II) and the Final Evaluation cover sheet. Be sure to sign and date your evaluation.
- D. The CPE Educator will also write a final evaluation using the same outcomes. The student’s final evaluation is always to be read conjointly with the educator’s final evaluation. According to [Standard 308.8.1](#) the educator’s evaluation will be available to the student within 45 calendar days of the completion of the unit. To extend this deadline in rare circumstances, the educator may negotiate with the student and receive approval from the Regional Accreditation Chair to extend this deadline.
- E. Student may attach a written response to the educator’s evaluation, which then becomes part of the student’s record. [Standard 308.8.4](#).

Outline

- A. Give a clear yet brief biographical description of yourself.
- B. Include a copy of your Learning Covenant. Critically assess your progress with your goals. Use specific examples.
- C. Discuss your progress regarding Objectives for CPE (Level I Standards 311/312) and describe how you are meeting or have met the Outcomes for CPE (Level I) by responding to each outcome. Remember to use a person’s initials in order to maintain confidentiality. Be sure to include specific examples of how you are meeting each outcome.

Outcomes

Pastoral Formation

311.1 articulate the central themes and core values of one’s religious/spiritual heritage and the theological understanding that informs one’s ministry

311.2 identify and discuss major life events, relationships, social location cultural contexts and social realities that impact personal identity as expressed in pastoral functioning

311.3 initiate peer group and supervisory consultation and receive critique about one's ministry practice

Pastoral Competence

311.4 risk offering appropriate and timely critique with peers and supervisors

311.5 recognize relational dynamics within group contexts

311.6 demonstrate integration of conceptual understandings presented in the curriculum in to pastoral practice

311.7 initiate helping relationships within and across diverse populations

Pastoral Reflection

311.8 use the clinical methods of learning to achieve one's educational goals

311.9 formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision, and feedback

Student Signature/Date

Educator Signature/Date

NOTE: Level II students will use the same guidelines except include 312 outcomes (page 29).

Guidelines for Group Process

Philosophy of the CPE Group Process at Phillips

The overall goal of the group is to create a safe space so that people may work, explore, and discern their call from God; listen to their inner truths; and create pastoral and non-anxious presence. The goal is based on the following assumptions:

- Each person is created in the Image of God
- Each group member is wounded and has the potential of being a wounded healer
- Each person has a sacred story that includes joy, grief, sorrow, pain, anger, broken relationship

Group is viewed as a support group that allows people to:

- Share sacred stories and CPE experiences
- Engage, ask, explore, or inquire with another
- Seek clarity on issues and agendas raised by the group
- Honor emotional candor while providing a safe space that encourages a balance of challenge, support, and clarification
- Welcome constructive and pastoral feedback

Although issues needing therapeutic attention may surface from time to time, this is neither a therapy group nor a time for individual therapy. Group is a time to practice clinically proven skills in order to receive and achieve optimum learning.

Prerequisites

The group will not have "group" without the CPE Educator(s) present.
The group will start on time and end on time.

Creating a Safe Space

Become a cohesive work group
Maintain the confidentiality of all group members
What is said or shared in the group is not shared outside the group without the express consent of the person
Listen to others without interrupting
Ask open-ended questions to clarify
Negotiate when necessary
Debrief ministry experiences so that everyone is learning
Debriefing in group is a valuable resource for another's learning - a time to lay aside our "nice" masks and be genuine people to each other

Format

Group time is generally "an unstructured time." There is no "agenda." You will hear the group facilitator say, "Does anyone have any agenda today that they need to debrief?" The agenda is whatever you bring to the table. It is a pastor's support group and a time for personal and

professional consultation / reflection regarding personal and professional issues which may include the following

- Resolution of faith group issues such as ordination or endorsement issues
- Celebration and sharing of positive events
- Processing and feedback for unresolved issues, questions, or struggles
- Debriefing of trauma or crisis confronted in ministry setting
- Personal issues to get clarification and feedback
- Resolution of conflict between group members and/or educator

Utilizing "I" Statements

Group members are expected to utilize "I" statements (as opposed to "we" or "you").

Example: "I am tired and need a break" instead of "We are tired and need a break," or "You need a break."

Negotiating Conflicts

If you "have an issue" with another person in the group, bring the issue to group. Conflict is to be resolved in the group (group input and feedback during conflict resolution is essential for everyone's learning).

Guidelines for Reflection Paper (RP)

Name:

Date:

Unit:

Educator:

1. Describe your progress with your learning goals? What goals have received the most attention? Why? Are there any changes that need to be made on your Learning Covenant?

2. What peer relationships have had the greatest impact on you this semester? The least impact? (This may include parishioners, peers, educator, ministry staff, denominational leaders, seminary faculty, etc.)

3. What new things have you become aware of about **SELF** this semester? What changes have you made? How have you practiced self-care? Give examples.

4. What have been the main theological themes this semester? What scriptures come to mind that reflect your pastoral care skills?

5. What would you most like to focus on in individual-group supervision today?

NOTE: One-two pages single spaced typed. Make copies for each peer member and educator.

Section I

Appendices

Appendix A

Association for Clinical Pastoral Education, ACPE Inc. Educator's Evaluation Cover Sheet

Student Name:
Faith Affiliation:
CPE Program <i>(check all that apply)</i> : Residency___ Extended___ Summer___ Single Unit___ Distance Learning___
Year: Fall___ Winter___ Spring___ Summer___
Program Type: CPE (Level I - Level II) ___ Supervisory CPE___
Completion Rate: Received credited for 1 unit___ ½ unit___ No credit___
Number of previous units completed in other centers:
CPE Center:
Address:
Educator's Name(s):
Certified Educator Candidate (if applicable):
Date of Unit Evaluation:
Within 45 calendar days from the end of the unit: Yes___ No___

Supervisor's Name
CPE Educator, ACPE, Inc.

Date Signed

Student

Date Signed

Appendix B

Evaluation Forms: Student's Final Evaluation Cover Sheet

(Attach to final evaluation)

Name _____

Permanent Address _____

City _____ State _____ ZIP _____

Denomination _____ Ordination Date _____

Seminary _____

Degrees/Dates (all degrees? Degree on which one is working?) _____

ACPE Educator/s _____

Current CPE Level being evaluated:

___ CPE (Level I) ___ CPE (Level II) ___ Supervisory CPE

Dates of Training _____

Parish/Community Site _____

Previous CPE Units _____

I understand that my Student's Final Evaluation will not be shared without my express written permission. I understand that I am responsible to keep a permanent copy of the Evaluation for my own use.

Student's Name

Date

Appendix C

Evaluation Forms: Educator's Confidential Final Evaluation

Outline Sample

Phillips Theological Seminary
A Satellite of the Baptist Health System, San Antonio, TX
Clinical Pastoral Education

Student: Jane Doe

CPE Educator: Dr. Jacob George

Training Level: CPE (Level I), Unit 1

Unit: 2019-2020 – fall/spring semesters

Background Information

Description of CPE Center

Phillips Theological Seminary is a graduate seminary, affiliated with the Christian Church (Disciples of Christ), dedicated to learning the way of Jesus in order to cultivate vital communities, vital conversations, and the public good. We are a community of teachers and learners seeking to be faithful to God through disciplined, reasoned, and reflective study of scripture, religious tradition, and human experience. We exist primarily to serve the church's need for educated leaders, ordained and lay. Located in Tulsa, Oklahoma, we offer a unique brand of theological education in this region of the country: the pairing of ecumenical, in-depth theological education with denominational formation involving partners in several denominations. In addition, we welcome students who are not pursuing ministerial degrees but who want to explore and deepen their faith by taking specific courses in our curriculum. Furthermore, as an ecumenically-oriented seminary, we employ faculty and staff and welcome students from over 20 denominations. The Phillips community is comprised of 25 trustees, 110 current students seeking graduate credit plus another 42 who have taken courses recently for personal enrichment, approximately 1,700 living alumni/ae, about 1,000 donor individuals and supporting congregations annually, and a dedicated faculty (full-time, affiliate, and adjunct) and staff.

Curriculum

Description of the unit's theme, reading assignments, didactic topics and learning structure.

Composition of student's peer group during training unit

A short description of each peer member's race, gender, and religious background. Group members will only be identified by their initials.

Biographical sketch of the student receiving evaluation below

Student's ministry setting

Description of student's ministry setting and specific responsibilities. [Utilize Student's Learning Covenant]

Learning Goals

A list of the student's learning goals and a summary of overall achievement/s for the unit.

Level I Outcomes:

Evaluate Student based on each of the Level I Outcomes from the 2016 ACPE Standards (see below):

Pastoral Formation

311.1 Articulate the central themes and core values of the Student's religious/spiritual heritage and the theological understanding that informs the Student's ministry.

311.2 Identify and discuss major life events, relationships, social location cultural contexts, and social realities that impact personal identity as expressed in pastoral functioning.

311.3 Initiate peer group and supervisory consultation (with ministry setting Supervisor and/or On-Site Reflectors) and receive critique about Student's ministry practice.

Pastoral Competence

311.4 Offer appropriate and timely critique with peers and supervisors.

311.5 Recognize relational dynamics within group contexts.

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

311.7 Initiate helping relationships within and across diverse populations.

Pastoral Reflection

311.8 Use the clinical methods of learning to achieve one's educational goals.

311.9 Formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision and feedback.

Conclusion

I certify that Jane Doe has completed one (1) Unit of CPE (Level I). (The above evaluation should always be read conjointly with the student’s self-evaluation). 

Signature (Educator)

Date

Educator – Please Print

I have read the above **Educator’s Confidential Final Evaluation** and have had the opportunity to discuss it with my educator.

Signature (CPE Student)

Date

CPE Student – Please Print

NOTE: 312 outcomes are used for Level II students.

Appendix D

Participant Response Evaluation

Standard 305.2

Phillips Theological Seminary a Satellite of Baptist Health System Clinical Pastoral Education

This evaluation provides the CPE Educator, the CPE Center and ACPE a way to know about your experience in CPE, and it assists them in their on-going quality assurance and improvement processes. Please complete and give this form to the designated individual after you have received your Educator's evaluation. Thank you for responding.

Dates of CPE Unit: Primary Educator's Name:

If you were supervised by a Certified Educator Candidate, please give that person's name:

Number of units of ACPE accredited CPE now completed: 1 2 3 4+

Did you take this unit for academic credit? Yes No

Did you take this unit as required for ordination? Yes No

1 - very negative; 2 - somewhat negative; 3 - positive; 4 - very positive; N/A - not applicable

PERSONAL LEARNING/MINISTRY DEVELOPMENT

This unit of CPE provided me opportunity to:

- | | | | | | |
|--|---|---|---|---|----|
| 1. Further develop my personal and pastoral identity. | 1 | 2 | 3 | 4 | NA |
| 2. Develop self-knowledge that improved my pastoral function. | 1 | 2 | 3 | 4 | NA |
| 3. Increase my awareness of how my ministry impacts persons. | 1 | 2 | 3 | 4 | NA |
| 4. Develop my ability to use my theology in pastoral ministry. | 1 | 2 | 3 | 4 | NA |
| 5. Develop the ability to think theologically about my experience. | 1 | 2 | 3 | 4 | NA |
| 6. Develop pastoral skills in crisis intervention. | 1 | 2 | 3 | 4 | NA |
| 7. Develop pastoral skills in initial pastoral visitation. | 1 | 2 | 3 | 4 | NA |
| 8. Develop pastoral skills with diverse faith groups. | 1 | 2 | 3 | 4 | NA |

9.	Develop my capacity to minister professionally in a variety of functions, e.g., preaching, teaching, administration, and brief counseling.	1	2	3	4	NA
10.	Foster my ability to evaluate my own ministry.	1	2	3	4	NA
11.	Make pastoral use of my religious heritage.	1	2	3	4	NA
12.	Make use of the behavioral sciences in my ministry.	1	2	3	4	NA
13.	Become more aware of how organizational structure and social conditions affect the lives of others and myself.	1	2	3	4	NA

THE CPE PROGRAM

14.	Orientation to CPE was helpful.	1	2	3	4	NA
15.	Orientation to my ministry setting responsibilities was sufficient.	1	2	3	4	NA
16.	Student handbook was an effective guide to the CPE program.	1	2	3	4	NA
17.	Provided sufficient access to library resources.	1	2	3	4	NA
18.	Provided sufficient didactic material to contribute to my conceptual framework for the practice of ministry.	1	2	3	4	NA
19.	Was open to diversity.	1	2	3	4	NA
20.	Was accepted within the institution and integrated with services.	1	2	3	4	NA
21.	Provided opportunities for interdisciplinary team functioning.	1	2	3	4	NA
22.	Used interdisciplinary instructional resources.	1	2	3	4	NA
23.	Adequately mixed the practice of ministry with didactic/other learning opportunities.	1	2	3	4	NA
24.	Provided peer group experiences that helped me learn about myself in ministry.	1	2	3	4	NA
25.	Influenced the direction of my ministry.	1	2	3	4	NA
26.	Offered opportunities to pursue theory and practice of a pastoral specialty.	1	2	3	4	NA

QUALITY OF SUPERVISION

- | | | | | | | |
|-----|--|---|---|---|---|----|
| 27. | Individual Supervision was effective for me in this unit of CPE. | 1 | 2 | 3 | 4 | NA |
| 28. | Group Supervision was effective for me in this unit of CPE. | 1 | 2 | 3 | 4 | NA |
| 29. | My Educator assisted my pastoral function and reflection. | 1 | 2 | 3 | 4 | NA |
| 30. | My Educator helped me effectively use the teaching/Learning Covenant. | 1 | 2 | 3 | 4 | NA |
| 31. | My Educator's behavior was professional at all times. | 1 | 2 | 3 | 4 | NA |
| 32. | Using a separate page, comment about your Supervisor's strengths and weaknesses as a pastoral educator, based on your experience in this program. Add any additional comments about your supervisor, the program unit and/or your experience in the program. | | | | | |

I understand that I am not required to complete or submit this response until after I have received a written evaluation, and if required by an educational institution, a final grade from my Educator.

CPE Student's Name

Date Form Completed

Appendix E

Phillips Theological Seminary a Satellite of Baptist Health System Clinical Pastoral Education

Ministry Setting: Parish/Community-Based Working Agreement

Clinical Pastoral Education (CPE) is an educational process utilizing specific methods of supervision as developed by The Association for Clinical Pastoral Education. Students engage in CPE in order to develop greater self-awareness, expand ministerial skills, and increase their capacity to intervention in crisis situations. CPE Students are required to engage in at least 400 hours of ministry over two semesters. The 400 hours includes no fewer than 100 hours of structured group and individual education (classroom time) and 300 hours in a ministry setting, e.g., congregation ([see Standard 308.9.1](#)).

The CPE Student is responsible for their own ministry placement site. Positions may be compensated or volunteer.

Congregations/Institutions entering into the Parish-Based Working Agreement are asked to do so prayerfully, acknowledging their responsibilities of encouragement and support as the student fulfills responsibilities to rigorous studies, self-awareness, pastoral care, and personal goals for growth.

The Congregation/Institution _____, the CPE student, _____ and the three (3) On-Site Reflectors named below, hereby enter into agreement with Phillips Theological Seminary/Baptist Health System CPE Program for one unit of ACPE CPE from _____ through _____ (dates).

Phillips Theological Seminary, through its ACPE Certified Educator and program staff, will provide 100 hours of supervision and teaching for the student.

The Congregation/Institution agrees to support the learning experience of the student. Members of the congregation/institution are aware that the student will spend ___ hours away from regular duties during the course of the CPE unit (two semesters). The Congregation/Institution is also aware that the student will also spend time (13 hours per week) in a special focus on ministry, study, and preparation as relates to the student's growth and learning goals in Clinical Pastoral Education.

The On-Site Reflectors agree to meet with the student throughout the CPE program to provide reflection and support of experiential learning and growth and will be equally open to learning and growth themselves. The Convener agrees to write, in consultation with the other members, an evaluation of their experience with the student at the end of each semester. In addition, the On-Site Reflectors agree to meet with the student and the CPE Educator for a time of reflection and consultation at least twice during the two-semester year. Conveners should feel free to contact the CPE Educator for consultation at any time during the course of a unit.

For non-congregational based settings, the student agrees to meet regularly with a preceptor/mentor for ministry supervision. This person may be selected from outside the ministry setting if such an individual is not employed by the institution. This person must have at least five-years post-graduate ministry experience, and possess a theological degree. Preceptors offer valuable insight and reflection to the student about theological and pastoral significance of their role in the ministry setting. Feedback from the preceptor should be included in the final evaluations written by the On-Site Reflectors.

Representative of Congregation/Institution

Date

Representative of Phillips Theological Seminary CPE Center

Date

On-Site Reflector (Convener)

Date

On-Site Reflector

Date

On-Site Reflector

Date

ACPE Certified Educator

Date

CPE Student

Date

Preceptor/Mentor

Date

Appendix F

DEFINITION OF TERMS

Association for Clinical Pastoral Education, Inc.

Note: ACPE Definition of Terms 2010 Interim Revisions 2015 is an important companion document to the 2010 Interim Revisions 2015 ACPE Standards, Accreditation Manual, Certification Manual and Processing Complaints of Ethics Code Violations in ACPE. Please review the definitions carefully; they are essential to interpretation and use of the manuals.

Abandon - the deliberate and intentional decision not to meet the written requirements of the CPE program.

ACPE Center (Accredited Center) – an administrative structure or entity authorized by the ACPE Accreditation Commission to conduct programs of CPE (Level I/Level II) and/or Supervisory CPE. An ACPE accredited center is responsible for providing, or contracting for, and coordinating those components identified by ACPE standards as necessary for clinical pastoral learning to occur. The term applies to such structures with Candidacy or Accredited Member status.

ACPE Directory – The official ACPE listing of accredited ACPE centers and their designated programs and Certified Educators; satellite programs that have received a site visit, member seminaries; denomination, faith group, and agency members; network members; and international affiliate members. Supervisors (ACPE Certified Educators, retired Certified Educators, Certified Educator Candidates), and clinical members are listed on the ACPE website at www.acpe.edu.

ACPE Certified Supervisor – The final level of certification in which a person is authorized by ACPE to function autonomously to conduct programs of CPE (Level I/Level II) and Supervisory CPE, e.g., a pastoral educator for CPE (Level I/Level II) and Supervisory CPE.

ACPE Member - ACPE Bylaws specify several membership categories for interested agencies and individuals. ACPE members receive the ACPE News, and information about the Annual Conference, and member rates to educational events. Members are encouraged to participate in national and regional conferences. Membership is maintained by meeting Association standards, ethics, and payment of annual membership dues.

Accreditation – authorization, granted by the ACPE Accreditation Commission, to conduct programs of CPE (Level I/Level II) and/or Supervisory CPE, based on demonstrated ability to meet ACPE standards.

Accreditation Review – formal process for examining a proposed CPE center's or ACPE accredited center's compliance with ACPE standards and procedures and for taking action on the accreditation of the center and/or its CPE program(s).

Accredited Member – status granted to an ACPE center authorizing it to conduct programs of CPE (Level I/Level II) and/or Supervisory CPE.

Accredited Program – type of program [CPE (Level I/Level II) or Supervisory CPE] the center is accredited to provide.

Admission – acceptance of an applicant into a designated CPE program.

Note: all references to CPE throughout this document are understood to be ACPE accredited Clinical Pastoral Education (ACPE-CPE).

Admission Interview – the meeting of an applicant with a CPE program and a qualified interviewer to discuss the application, provide information, assess the applicant's readiness for CPE, and discuss the suitability of the center to the educational goals of the applicant. A face-to-face meeting is strongly recommended.

Admission Interview Report – a two to three page written report describing the content of a CPE interview conducted by a qualified interviewer with a potential student. The report details characteristics of the applicant that indicate level of readiness for the CPE process (See Accreditation Manual, Appendix 7 C).

Adverse Action – action by the Accreditation Commission to suspend or withdraw Accredited Member status.

Appeal – formal request for reconsideration of a decision made about ACPE certification by the Certification Commission or ACPE accreditation by the Accreditation Commission or formal challenge of a decision by a panel considering an alleged violation of professional ethics or educational standards, subject to the appeal criteria and processes set forth in the respective manuals.

Authorized – authority given by ACPE for a specific person to serve as primary educator for a unit of CPE in a center accredited by the ACPE, i.e., ACPE Certified Educator. .

- A National Association of Catholic Chaplains Supervisor (NACC) is authorized to supervise as primary educator for a unit of CPE ([see Standard 303.1](#)) accredited by ACPE, but it must be in a dually accredited center or system with an ACPE Educator. The ACPE Educator has responsibility for ensuring that the NACC Supervisor is abiding by ACPE accreditation standards and code of ethics. If there is no ACPE Educator, then a consultant ACPE Educator shall be employed until a new ACPE Educator is hired. An NACC Supervisor may report student units to ACPE under these conditions only.
- An International Guest Supervisor is authorized to supervise students in ACPE accredited centers in the U.S. for a defined period of time. The ACPE Educator at that center has responsibility for ensuring that the International Guest Supervisor is abiding by ACPE accreditation standards and code of ethics and must co-sign all evaluations and submit the student unit reports.
- A Certified Educator Candidate may only supervise under the supervision of an ACPE Educator and may sign students' evaluations in conjunction with the educator but may not submit the ACPE student unit report form. Enrollment in an ACPE accredited Supervisory CPE program is required whenever supervising CPE students.
- Prior to Certified Educator Candidate status, a student in Supervisory CPE is not authorized to supervise CPE students.

Certification – action by the ACPE Certification Commission to grant the time-limited status of Certified Educator Candidate or the status of ACPE Certified Educator to persons affirmed in a review as having satisfied ACPE standards for the respective status.

Candidacy – time-limited pre-accreditation status granted to a prospective CPE center by the ACPE Accreditation Commission.

Clinical – a setting in which a student is free to exercise and experiment with various practices of ministry with persons who are in need of spiritual services.

Clinical Method of Learning – an educational model that uses data from the actual practice of ministry as the content for reflection.

Clinical Pastoral Education (CPE; clinical education, clinical pastoral learning) – a method of learning ministry by means of pastoral functioning under supervision as developed by ACPE. It is a process model of education, predicated on students' individual needs that are compatible with program objectives. ACPE distinguishes two types of CPE programming: CPE (Level I/Level II) and Supervisory CPE.

Clinical Placement – ministry site, external to an Accredited Member center or satellite program, established by formal agreement that meets all or part of the requirements for a student(s)' supervised clinical practice of ministry.

Clinical Supervision – using interpersonal engagement, direct observation, accurate description, and conceptual frameworks to assist students' development of pastoral identity and ministry.

Cluster – non-accredited voluntary alliance of three or more accredited ACPE centers in a specific geographic area; may include other educational institutions located in same area.

Collegial Competence – collaborates with colleagues, respecting their dignity, gifts, and personhood while honoring one's own and demonstrated by the capacity and motivation to regularly use peer relationships for consultation, support, clarification, and challenge in the practice and development of the art of supervision.

Commendation – part of the Accreditation Commission's final action, when appropriate, designating a certain portion of a center's documentation, operations, or program design and execution as exceptional.

Commission – a representative group that has been given authority to make decisions on behalf of ACPE.

Complaint – a grievance, presented in writing and signed, involving an alleged violation of the ethical criteria established by *ACPE Standards 2016*. Students enrolled in CPE through the admissions department at Phillips Theological Seminary also have access to all complaint procedures outlined in the current student catalogue. The hope is that all complaints can be resolved through dialogue and mediation.

Compliance – the determination a center or program under review meets the minimum requirements of one or more ACPE standards.

Component – one of the structured elements that comprise a CPE program.

Component Site – a place, usually a facility owned by the sponsoring institution or agency, where a System Sponsored Center offers one or more CPE programs under its single accreditation.

Consultant ACPE Certified Supervisor: a person who gives professional advice regarding CPE Supervision. The consultant supervisor assists in creating a safe place for reflection and growth toward the consultee's development in becoming a CPE Educator.

Consultation – a meeting of persons in which an individual or group seeks feedback and non-binding advice about one's functioning, progress and/or plans in CPE. Consultation can be both formal or informal.

Covenant for Learning – an agreement developed cooperatively by a student and CPE educator that establishes the learning goals of the student and the means to achieve those goals in a unit of CPE.

Core Curriculum – the minimum components necessary to satisfy the outcomes for a program of CPE or Supervisory CPE.

Corrective Action – specific action(s) required to bring a center or program into compliance with a specific ACPE standard or sub-set of standards. Center must take corrective action and submit required documentation within a timeframe specified by the Accreditation Commission. Failure to resolve a notation within the specified time makes the center subject to adverse action. The Commission may extend the time for good cause.

Co-supervision – shared responsibility for clinical supervision between two Educators or between a Educator and Certified Educator Candidate. A Educator and SES may also share responsibility in provision of supervisory program activities for CPE students, but the SES may not function as a student's supervisor.

CPE Level I – a program consisting of CPE unit(s) in which the student focuses on meeting the outcomes established in ACPE Standard 311.

CPE Level II – a program consisting of CPE unit(s) in which the student focuses on meeting the outcomes established in ACPE Standard 312.

CPE Program(s) – structured system of components (e.g., supervisor, curriculum, clerical services, consultants, student peer group, experiences in ministry to clients, multi-disciplinary personnel, evaluation process, specific time frames, learning contract (covenant), etc.) in which clinical pastoral learning can occur and which is accredited by ACPE.

Cultural Humility – an attitude of respect when approaching people of different cultures, which entails engagement in a process of self-reflection and self-critique and requires an ability to move beyond one's own biases.

Culture – a symbolic system of meanings, attitudes, feelings, values, and behaviors that is shared by a group of people, a particular society or population, and is communicated from one generation to the next via language and/or observation. Culture regulates and organizes what a group feels, thinks or does, but may be expressed individually in a variety of ways. Culture includes: familial roles, patterns of social and interpersonal communication, affective styles, values and ideals, spirituality and religion, habits of thinking and artistic expressions, customs and norms, rituals and celebrations, and geographical and historical location.

Curriculum – the total educational program of CPE, including its methodology (program components, i.e., conceptual/didactic sessions, ministry practice, clinical critique, seminar types, written materials, bibliography, other creative experiences, etc.), appropriate to the center's CPE programs.

Deficiency – a finding that a prospective Candidacy center has failed to substantively demonstrate its ability to comply with a specific ACPE standard(s).

Educational Guidance – timely provision of, or referral to, educational resources appropriate to the needs of the student in addressing the student's goals or the objectives and outcomes of the CPE program.

Educational Placement – site for educational meeting of a CPE group for units of training external to an accredited member or satellite program and established by formal agreement.

Enrollment – the status of a student who has been accepted by a CPE program, has fulfilled the program requirements for admission, and has accepted a place in the center's program.

Ethnic Identity – refers to a set of identity categories, either communally or contextually defined, that includes but is not limited to common ancestry, a common myth of ancestry, a common language, a common culture, and a common homeland.

Faculty – person(s) employed or contracted by the ACPE center to provide clinical instruction and/or direct supervision of students' pastoral or supervisory formation and function. A faculty member must be certified as ACPE Educator, or Certified Educator Candidate.

- A Certified Educator Candidate functioning as a clinical educator must work under the supervision of a person with current credentials as ACPE Certified Supervisor. In a center dually accredited by the U.S. Catholic Conference and ACPE, a National Association of Catholic Chaplains Supervisor may be a faculty member.

Face Sheet – the top information sheet of a standard ACPE application that includes a potential student's basic personal and background information.

Faith Group Endorsement/Accountability – formal recognition by a faith group that a person is a member in good standing of that group and affirmation of that person for admission to the status of Certified Educator Candidate and/or certification as ACPE Certified Educator.

Fair Process – the procedure determined "fair" and applied consistently in similar situations by ACPE in its accountability processes.

Feasibility Study – process for determining if a CPE program(s) is feasible for the setting and potential exists for meeting ACPE standards.

Freestanding Center – an independently incorporated CPE center whose primary mission is to provide programs of CPE through on-campus programs or through satellite program arrangements.

Full Time Equivalent Student (FTE) – students in a Unit of CPE Level I/ Level II or Supervisory CPE who are engaged in curriculum and ministry for at least 32 hours each week are considered full time. Students in an extended Unit of CPE who are engaged in curriculum and ministry for less than 32 hours each week, are considered part - time students. For the purpose of the student to educator ratio-requirement (Standard 303.1), a part-time student is counted as .5 FTE, e.g., 4-part - time students count as 2 FTEs. See Standards 308.1 and 308.9.1.

Graduate Theological Degree or Equivalent – one of the following:

- Master of Divinity Degree from an accredited theological school.
- Graduation from an institution accredited by CHEA – Council for Higher Education.
- ATS – (Association of Theological Schools) theological school with a graduate theological degree consisting of at least 72 semester credits or 108 quarter credits.
- Ordination from a recognized Jewish seminary.
- A post-baccalaureate theological degree with such additional study and vocational formation experience as may be evaluated by an ACPE regional certification committee to constitute equivalent level of study.
- A Master's degree in a related field with such additional post-baccalaureate theological course work and vocational formation experience as may be evaluated by an ACPE regional certification committee to constitute an equivalent level of study.

Grievance – an alleged violation of an ethical/and or education standard believed to afford reason for a complaint (see Complaint)

Half Unit of CPE – at least 240 hours combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry. (See Unit of CPE and *Standard 308.9.1*)

Hearing – meeting in which all parties involved have an opportunity to present their positions in cases of complaints or appeals. May be in person or audio/videoconference at the discretion of the relevant ACPE commission.

Host Center – an ACPE Accredited Member Center in good standing that provides accreditation for a satellite program; the host center is responsible for all accreditation matters in the satellite program.

Impairment – state of reduced professional functioning wherein a practitioner fails to provide safe, ethical, competent service due to organic illness, excessive use of alcohol and/or drugs, stress-related disorder, mental or emotional disability, or deterioration through the aging process.

Institution Sponsored Center – CPE center sponsored by an institution or agency so that CPE units may be offered within the reporting structure of the institution through which the CPE program is accredited. Outside that reporting structure, the CPE center may use satellite programs to offer units and placement agreements to offer clinical ministry sites in other parts of the institution or may choose to become accredited as a system center.

Interdisciplinary - the integration of two or more disciplines in order to provide effective ministry and theological reflection.

International Guest Supervisor – may supervise students in ACPE accredited Member centers in the U.S. for a defined period of time. The qualifications of the guest supervisor include:

- Has a contract with an ACPE Accredited Member center specifying a clear, time-bound length of stay;
- Is responsible for working out U.S. visa requirements with the hiring center; and
- Holds International Guest Member status in ACPE.

Local – ACPE accredited center or place of occurrence when a complaint arises in the context of a regional or national committee, commission, or individual encounter.

Mediation – a cooperative process through which persons or parties involved in a complaint attempt to resolve the complaint through discussion, consultation, and negotiation using a trained, third party neutral. Contact the current Regional Director of the ACPE or current National ACPE Executive Director for “mediator” assistance.

Member – for purposes of the ACPE Standards, individuals holding the class/type of membership in ACPE as ACPE Certified Educator, Certified Educator Candidate, Educator on Leave, Retired Supervisor, International Guest Supervisor, Clinical Member, Student Affiliate Member, and Retired Member as defined in the ACPE Bylaws.

Middler Assessment Course – Phillips portfolio course required for all students in the MDiv, MTS, MAMC, and MA Social justice degrees.

Ministry (pastoral) – any position in a religious context that provides lines of accountability for the care for other human beings.

Ministry Site – the place and location where the student is actively involved in the practice of ministry.

Multicultural – a society made up of peoples of many cultures, in which there is cross cultural interaction and intercultural engagement.

Non-Compliance – determination that a center or its programs have failed to substantially address a specific ACPE standard or subset of standards.

Notation – in the context of the Accreditation process, finding that a center has failed to comply partially or wholly with an ACPE standard or subset of standards.

- In the context of the Certification process, notations are no longer assigned to individuals as of May 2014. Previous to that date, they were part of the certification process and defined as a specific action, requirement, or process required of a Certified Educator by the reviewing subcommittee acting on behalf of the Commission and congruent with the competencies required for certification.

Parish/Community Setting – location of a student’s ministry site outside the accredited center.

Pastoral Competence – the discovery and use of skills necessary for the intensive and extensive practice of ministry.

Pastoral Formation – the exploration and development of one’s pastoral identity and practice through integrating one’s heritage, theology, and knowledge of behavioral and social sciences.

Pastoral Reflection – the process of increasing awareness and understanding of, and ability to articulate, the meaning and purpose of one’s experience in ministry.

Pastoral Specialization – development of pastoral competence in an area of ministry with an identified focus in a particular setting or context.

Peer Group – small 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.

Placement Agreement – the agreement established between an accredited member center or satellite program and another institution or agency that does the following:

For Clinical Placements:

- Grants authorization for educator(s) and student(s) to function in the clinical site and provide ministry.
- Specifies the required number of contact hours that will fulfill in whole or part requirements of ACPE standards for supervised clinical practice of ministry.
- Ensures students’ access to a population that offers significant opportunity for ministry, on-going support and consultation for the student(s), opportunities for interdisciplinary and professional interchange, and an environment that encourages human growth and dignity.
- Is signed by the administrative representative from each organization and the ACPE Educator(s).
- Specifies that programming for CPE units must be based in the Accredited Member center or satellite program.

For Educational Placements:

- Demonstrates that the accredited center is in good standing.
- Describes administrative and educational lines of reporting for students and educators.
- Describes the timeframe for the unit, dates and educational meeting times, and location and includes copies of placement agreements, if used.

- Details any financial arrangements present for the educational placements, including liability coverage if required by the accredited center.
- Is signed by the administrative representative from each organization and the ACPE Educator(s).

Policy – a set of rules and/or directions on a designated subject, congruent with ACPE standards, procedures and guidelines, by which decisions are made.

Practicum – a curriculum component that combines conceptual perspectives, independent study, actual experience, and peer/supervisory feedback, in which students acquire competencies for practicing clinical supervision.

Preceptors(s)/mentor(s) – A contextually relevant professional(s) practicing in and recognized by the clinical placement site and the ACPE Educator. The preceptor/mentor must review the ACPE preceptor orientation presentation prior to the start of a unit.

Responsibilities of the Preceptor/Mentor

- Orient the student to your placement site and ensure that the student understands the context for this placement.
- Address student's questions and learning needs about the placement site.
- Communicate with the ACPE Certified Educator on a regular basis about fulfillment of the student's administrative obligations and the responsibilities outlined in the clinical site agreement. This includes the student's clinical work, work habits and investment in the learning process at the placement site.

Presenter – in the context of the *accreditation process*, a person appointed at the Accreditation Commission level to read all of a center's accreditation material and to review accreditation processes and procedures related to periodic reviews. The presenter writes a report intended to facilitate Commission discussion of the center's request for review.

In the context of the *certification process*, a person appointed to read all of an applicant's materials each time an applicant meets a sub-committee, committee, or the Certification Commission for consultation or certification. The presenter writes a summary report intended to facilitate sub-committee; committee or Commission engagement of the applicant about the applicant's meeting of ACPE standards.

Presenter's Report – in the context of the *accreditation process*, presenters prepare a report reflecting their review of center materials and make it available to other Commission members prior to the meeting to facilitate Commission discussion of centers' requests for reviews. This report is the property of the Accreditation Commission and is not made available to those outside the Commission.

In the context of the *certification process*, presenters prepare a report reflecting their review of the materials and give it to other group members prior to the meeting. Except in unusual circumstances, a hard copy of the presenter's report is made available to the person seeking consultation or certification no earlier than 24 hours and no later than 12 hours prior to the sub-

committee, committee, or Commission meeting. Presenters are responsible for addressing the formal requirements and areas of competency required by the standards in the report.

Preponderance of Evidence – qualitative, not quantitative, standard; means whether it is more likely than not a violation occurred.

Primary Educator – person holding official responsibility for conducting the unit of CPE and signing the evaluations.

Procedure – a set of steps to be followed in a regular and definite order to accomplish a designated purpose. Procedures for accreditation of centers, certification of educators, and dealing with complaints of ethics code violations can be found in the respective manuals, available from ACPE or at www.acpe.edu.

Process Model of Education – an understanding of growth and change (in behavior, beliefs, ideas, awareness, etc.) as taking place gradually or in on-going modifications, and as never being finished or perfected.

Professional Advisory Group (PAG, professional consultation group, committee, etc.) – group of interdisciplinary professional resource persons used by the ACPE center to provide advice and consultation on CPE center and program planning, development, and program evaluation. Members of this group are qualified in their fields and knowledgeable about CPE.

Professional Development - the process of improving and increasing the CPE Educator's capabilities through accessing education and training opportunities found in the workplace, within the ACPE organization, other professional organizations, and/or in discussion or observation with other colleagues. Professional development assists in building and maintaining quality CPE Educator's.

Professional Integration – facility in bringing together various aspects of one's personal makeup, such as cognition, affect, imagination, and direct observation, in one's professional, pastoral, peer, and supervisory relationships.

Professional Quality Materials – materials adhering to publication-grade writing, formatting and presentation.

Program(s) – type of offering(s) for which a center is accredited: CPE (Level I/Level II) and/or Supervisory CPE.

Program Management – responsibility and oversight for all aspects of a CPE program, including finances, administration, clinical and accreditation issues by ACPE Educators.

Provisional Approval – approval required prior to the start of any candidacy center or satellite program, addition of a component site, or addition of Supervisory CPE. This approval is given by the regional accreditation committee chair, after review of required material, and verifies that the accredited center has demonstrated its ability to comply with all ACPE standards for the proposed program(s). Provisional approval is subject to review of the regional accreditation committee and final action of the Accreditation Commission.

Qualified Interviewer – ACPE Educator or other person meeting these criteria:

- Knowledgeable about current ACPE standards, procedures, practices, and objectives;
- Objective as to the interests of the applicant, church, seminary, center, and CPE;
- Able to recognize those qualities of well-being, personality, and faith which will enable an applicant to develop in CPE;
- Able to dynamically engage the applicant and assess readiness for CPE;
- Able to assess the applicant's potential to benefit from CPE in the center(s) to which application is being made; and
- Who may prepare an admission interview report that becomes part of the applicant's CPE application

Reasonable Person Standard – evidence is reviewed from the perspective of a reasonable person similarly situated to the complainant in terms of gender, race, sexual orientation, age, disability, religious preference, and national origin as relevant to the particular situation.

Recommendation – non-binding suggestion in an Accreditation report, offered in the spirit of consultation about ways a center may improve some facet of its operations or programs.

Representative – person appointed, elected, or employed who serves in an ACPE regional or national office or position or chairs a committee or commission.

Review Cycle – the number of years between accreditation reviews; the current review cycle is five years.

Satellite Program – a program offered by an ACPE Accredited Member center, known as the “host center,” through a sponsoring institution or agency external to the center. A satellite program is created to provide programs of CPE of the host center; the satellite program may not function on its own and does not have any type accreditation extended except to provide the programs outlined in the satellite program contract. If a satellite program wishes to function in a more autonomous manner, it may apply to become an Accredited Member center as detailed in the ACPE *Accreditation Manual 2016*.

Self-Study – a center's reflection on and evaluation of its own educational programs, compliance with ACPE standards, and report of changes resulting from self-study process.

Sexual Exploitation – any sexual advance, request for sexual favors, or physical contact of a sexual nature, even if by mutual consent, between persons in situations of unequal power. Sexual exploitation is inclusive of the terms “sexual harassment,” “sexual abuse,” and “sexual misconduct.” Sexual contact with those served pastorally or supervised, even if by consent, is considered a violation of the ACPE Code of Professional Ethics.

Social Location – a person's position in the world in relation to accessing resources; location is in reference to social groups, complex arrangements determined by economics, class structure, culture, etc.

Standards – adequate and relevant parameters of educational quality that define and advance practice and provide a framework for evaluation.

Student – any person enrolled in any program of CPE.

Student Directory Information – student information not generally considered harmful or an invasion of privacy if released. See *ACPE Accreditation Manual Appendix 7B Guide for Student Records*.

Student Record – (1) any record (application materials, paper, electronic, video, audio, biometric etc.) directly related to the student from which the student's identity can be recognized and (2) maintained by the education program/institution or a person acting for the institution. See *ACPE Accreditation Manual 2016, Appendix 7B Guide for Student Records*.

Student Records of Students Admitted and Withdrawn. Application materials are subject to particular state privacy laws for their retention, use, and destruction. If no applicable laws exist, the center creates, publicizes, and follows its own protocol.

Substantive Change – any change affecting a Candidacy or Accredited Member center's scope of programs or ability to administer, finance, staff, and/or maintain the resources necessary to conduct program(s) of CPE or maintain on-going compliance with ACPE accreditation standards.

Supervised Supervision – the educational process of direct or indirect observation, exploration, instruction, feedback, and challenge of clinical supervisory work.

Supervision (CPE supervision, pastoral supervision) – an educational method by which a educator, through a face-to-face relationship, enables students to learn about self, others, the spiritual, and ministry from clinical experience and examination of that experience so that students integrate their learning in their professional identity and function.

Supervisor – a clinical pastoral educator who satisfies ACPE requirements for certification as an ACPE Certified Educator.

Certified Educator Candidate – a level of certification granted to a SES ("Supervisory Education Student") who

- Is enrolled in an accredited CPE program and under supervision of a person with current credentials as an ACPE Educator;
- Demonstrates capacity to supervise students under supervision; and
- May supervise under supervision without direct observation as supervisory competence is gained.

Supervisory Education Student (SES) – the status of a student who is admitted into a program of Supervisory CPE and who has either met a readiness consultation committee or has declared to meet a readiness consultation committee. This status ends when granted Supervisory Candidacy.

Supervisory Observation – a primary supervisor's viewing of a supervisory student's clinical supervisory work is important for that student's learning and for the protection of pastoral care students and the persons to whom they minister.

Supervisory observation can be provided for the work of an SES in a CPE (Level I/ Level II) curriculum through direct observation by

- The supervisor's physical presence, or
- Viewing/listening in real time electronically or through a one-way mirror.

Supervisory observation for the work of a Certified Educator Candidate in a CPE (Level I/ Level II) curriculum can include these direct observation methods as well as indirect observation by

- Conjoint analysis of videotapes,
- Review of Candidate's process notes of student encounters, or
- Examination and feedback of transmitted videoconferences.

Supervisory Theory – a cohesive set of educational and psychological principles that guide the practice of Clinical Pastoral Education.

Suspension – adverse action that requires a center to temporarily cease enrolling students in its programs pending further accreditation assessment and corrective action.

Syllabus – an outline or statement about course contents and/or requirements of a unit of CPE including Level I, Level II, and Supervisory CPE.

System Sponsored Center – a CPE center sponsored by an institution or agency that owns and operates multiple facilities. The center has one accreditation administered by a central office that is accountable for all CPE programming within the institution or agency. A system sponsored center uses component sites to offer programs of CPE throughout the institution or agency.

Toll – suspend or temporarily stop the time limits.

Types of CPE Programs – CPE (Level I/Level II) and Supervisory CPE, with standards, Objectives, and admission requirements specific to each type.

Unit of CPE (see Standard 308.9.1) – at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry.

Appendix G

Alumni Questionnaire

Name _____

1. Present Ministry Capacity

____ Imam/Pastor/Priest/Rabi

____ Seminarian

____ Associate/Assistant

____ Lay visitor

____ Pastoral Visitor

____ Parish Nurse

____ Health care chaplain

____ Health minister

____ Pastoral counselor

____ Secular

____ Other (Please describe) _____

2. Upon completion of my CPE program(s), I returned to my previous:

Educational setting ____ Yes ____ No

Ministry ____ Yes ____ No

3. Certifications received since participating in CPE (list types of certification):

4. Ordination or licensures obtained since participating in CPE (please list):

5. Degrees completed since participating in CPE (list degree and name of degree granting institution for each):

6. Reason for participating in CPE was for academic credit: ____ Yes ____ No
If you received CPE credits toward a degree, provide:

Name of degree _____ seminary _____

7. Check which category applies to CPE units you completed at this center:

_____ 1-4 units of CPE

_____ 5 or more units of CPE

_____ Supervisory education

	Harmful	Not Helpful	Helpful	Very Helpful
8. CPE as a component in the development of my pastoral identity was	1	2	3	4
9. Pastoral diagnostic skills learned during CPE continue to be	1	2	3	4
10. The process of setting goals by use of a learning contact was	1	2	3	4
11. CPE as an important step for me in pursuing my career goals was	1	2	3	4
12. CPE as a component in developing my authority was	1	2	3	4
13. CPE as a process to identify my limitations was	1	2	3	4
14. CPE as a process to identify my strengths was	1	2	3	4
15. CPE has helped in developing basic listening and counseling skills	1	2	3	4
16. CPE contributed to my process of self-understanding.	1	2	3	4
17. CPE has helped me appreciate the value of peer learning	1	2	3	4
18. CPE has assisted me in preparing for hospital/institutional visitation	1	2	3	4
19. My CPE experiences helped me to reflect theologically.	1	2	3	4
20. CPE enabled me to better understand the ethical issues in health care.	1	2	3	4

	Harmful	Not Helpful	Helpful	Very Helpful
21. CPE assisted me in learning to deal with termination and loss in my life and ministry	1	2	3	4
22. CPE has positively impacted my spiritual journey.	1	2	3	4
23. CPE has challenged my images of God and of human nature.	1	2	3	4

24. Identify program components you felt were particularly strong (indicate with "S") and those that were not helpful (indicate with "NH") Mark all that apply:

- quality and challenge of clinical assignments
- use of verbatims and other clinical material
- didactic sessions
- interpersonal group experiences
- supervisory experiences and interactions
- engagement with other faiths, traditions, and religious practices
- integration of theology, ethics, and the sciences
- worship and spiritual reflection
- emphasis on pastoral identity
- emphasis on personal growth
- exploration of chaplaincy as a vocation