CLINICAL PASTORAL EDUCATION

AT

CAPE FEAR VALLEY MEDICAL CENTER
Clinical Pastoral Education (CPE)

The heart of Clinical Pastoral Education is the personal encounter with the sick or troubled person, the “living human document” as Anton Boisen put it, and the sharing of this experience with the chaplain supervisor, and with other students engaging in the same experience.

This experience of engaging in pastoral work under supervision, or engaging in pastoral supervision under supervision has been accurately called a “ministry of learning”. This “ministry of learning” becomes most meaningful and helpful when the student truly seeks to understand something of what the sick or troubled person has experienced and is experiencing. One of the ways students do this is by sharing themselves. They are encouraged to share with patients and others their compassionate and responsible concern which is basic in any meaningful pastoral relationship. An attitude which encourages and enables sick and troubled persons to reach out when there is a crisis. Clinical Pastoral Education provides a learning experience for students in which a supportive attitude can be developed and strengthened. The students are encouraged to become good stewards of their strengths and limitations and to seek to engage more effectively in ministry with others.

Clinical Pastoral Education (CPE) is supervised experiences which provide students opportunities for intensive clinical study of a variety of issues in the field of interpersonal relationships. Clinical Pastoral Education is concerned with people “under stress”, that is, people who are faced with questions of ultimate as well as immediate concern. Among these are: meaning, purpose, value, faith, hope, love, and the eternal destiny of the patient. Such questions invariably occur in the hospital room. It is here that students, as they deal with patients and families, and guided by the chaplain supervisor, and peer group (of at least three members) to struggle with the issues of life and death.

This program can be a very rich experience as the student(s) engage in what will be a challenging and rewarding time of interpersonal study.

The following sections present the framework upon which the Clinical Pastoral Education experience is built:
CPE Level I
CPE Level I requires a peer group of at least three CPE (Level I/II) students who are engaged in small group process and committed to fulfill the requirements of the program. Traditional CPE (level I) is offered as an internship (full time, 12 weeks), extended internship (part time, 16 weeks) or as the first unit of a residency year. However, there can be units that are expanded beyond these traditional offerings. CPE (level I) gives students a first hand (and often, first time) opportunity to work on pastoral identity, pastoral formation and pastoral competence (skills) while serving in a major medical center as chaplains/pastoral care providers.

Philosophy: Our philosophy is that students will learn about themselves and about ministry in providing spiritual and emotional care (under supervision) to people who suffer and who are in crisis. It is our conviction that issues of pastoral identity, pastoral formation and pastoral authority/competence need not and should not be rushed. We would like to offer the opportunity for specialization (s) during the course of a residency year along with a required residency project. However, we are committed to the basics of personal formation, pastoral care, and the exploration and building of a pastoral self-understanding first.

Methodology: CPE (Level I) is an adult-learning unit that follows the action-reflection-action model that is characteristic for all levels of CPE. CPE (Level I) provides students with 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. The methodology of level I CPE is to learn in community the basic skills of pastoral care, of spiritual assessment and theological self-reflection through didactics, through hands-on experience and through the sharing of life stories. The key seminars are usually a pastoral work seminar (verbatim seminar), Interpersonal Relationship Seminar (IPR) and a didactic seminar.

A reading seminar and/or a worship seminar are sometimes added to the curriculum. Students also have one hour a week individual supervision. Students typically write 7-12 verbatims in any given unit (depending on the length of the unit) and a weekly reflection paper and have assigned readings of 50-100 pages a week. The core methodology is action-reflection-action. A level I unit at this center affords the student a high level of pastoral supervision and individual and communal attention through affirmation, challenge, collegial sharing and modeling.
CPE Level II
CPE Level II requires a peer group of at least three CPE (Level II) students who are engaged in small group process and committed to fulfill the requirements of the program. CPE (level II) gives students the opportunity to deepen and expand their work of pastoral identity, pastoral formation and pastoral specialization. CPE (Level II) provides students with 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. Students deepen and further refine their pastoral self-understanding and sharpen their pastoral skills while serving in a major medical center as chaplains/pastoral care providers. Level II units at Cape Fear Valley afford the student a high level of pastoral supervision and individual and communal attention through affirmation, challenge, collegial sharing and modeling.

Philosophy: Emphasis on the fundamentals of personal formation, pastoral care and the exploration and building of a pastoral self understanding continues at level II. The residency gives students the opportunity to deepen and expand their pastoral identity as they work on integration and specialization.

Methodology: CPE (level II) is an adult-learning unit that follows the action-reflection-action model that is characteristic for all levels of CPE. The methodology of a level II unit is to learn by oneself and in community more advanced skills of pastoral care, spiritual assessment and theological, psychological and educational self-reflection through didactic, hands-on experience, sharing the life stories and presentation of a residency project. CPE (Level II) provides students with 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. The key seminars are usually a pastoral work seminar (verbatim seminar), Interpersonal Relationship seminar (IPR) and a didactic seminar. A reading seminar is often an integral part of level II course study. Students usually have one hour a week of individual supervision by an ACPE certified supervisor. Students who participate in the End-of-Life-Care Specialization will also have the opportunity to receive guidance through chaplains in their specialized ministry setting (hospice and palliative care consultation).

Level II students may write fewer verbatims than level I students and may focus their reading and writing more on a residency project related to their clinical placement and their clinical placement and their research interest. Level II students continue to write one weekly reflection paper and have
assigned readings of up to 100 pages a week. Reading for their project may be part of this reading. These readings will, of course be negotiated with the CPE Supervisor.

During the course of the year Level II students will also be assisted by the Human Resource Department and other support services such as Employee Assistance Services (EAP). These areas of service along with the CPE supervisor will give educational guidance and recommendations for counseling resources, resume preparation and employment search information.

OVERALL CURRICULUM AND METHODOLOGY

Providing good patient care is the major concern of this institution. Pastoral Care is one aspect of this concern for the sick and troubled person. As providers of pastoral care, student chaplains seek to be members of the “healing team” in each clinical area in which they will serve. As they relate to and work along with other hospital personnel, they have opportunity to learn how other disciplines provide care for people in need. By comparison and contrast, this provides opportunity for learning something of the uniqueness and the commonalty of the various components of care.

The major method employed in working toward the objectives of a CPE program is through participation in a ministry of learning with other learners and employees of the Hospital. Learning takes place in a multiplicity of ways within a unit or year-long program of CPE; among these ways are: ministry with sick and/or troubled people in the context of this hospital and under the supervision of a CPE supervisor. This ministry of learning employs both experience and didactic methods in varying combinations. The specific contexts that are a part of a Level I and Level II student curriculum are listed beside each description. Our curriculum is derived from the Objectives of Level I/II CPE contained in the 2010 Standards of ACPE which are included following the curriculum description. The Outcomes and descriptions for Level I and Level II are included further down in this section.

Orientation \{309.3, 309.4, 309.7\}: An orientation to the hospital is provided during the first week of the unit. Staff from each unit that represents a variety of disciplines introduce students to social, cultural, medical, psychological and other issues that affect patients and family members. Students also learn about hospital protocol and issues of staff involvement with patients and family members. In addition, students are
oriented to CPE history and the requirements of the program. The Objectives and Outcomes of CPE are delineated along with an understanding of the Clinical Method of Learning.

**Individual Supervision** {309.1—309.10}: Each student meets individually with the CPE supervisor for approximately one hour each week (and at other times if needed). This gives opportunity for the student to discuss any phase of the learning program and to raise any questions that might occur. Supervision is a relational learning environment that fosters growth in pastoral formation, reflection, and competence. Individual supervision also involves and promotes mutual trust, respect, openness, challenge, conflict, and confrontation. When supervision is cancelled, the person canceling is responsible to reschedule.

**Pastoral Work Report/Integration Seminar** {309.1—309.10}: These seminars meet once or twice weekly for approximately two hours for the purpose of structured group discussion and group supervision on specific instances and issues arising from the pastoral experience, and examines the experience to identify implicit messages, relational dynamics, and theological themes. Peers offer their reflections apart from immediate responsive feedback from the presenter, giving the presenter opportunity for reflection on other viewpoints.

**Interpersonal Relations Seminar (IPR)** {309.1—309.10}: This seminar meets once each week for one and one-half hours. It is relatively unstructured and provides opportunity for free discussion of the student’s experience of “self in relations” in and beyond the peer group. While time is offered for any issues and concerns, students are encouraged to focus some of the process on relationships with peers in the groups, including the chaotic or conflictual elements of those relationships. The immediate ‘here and now’ experience of conflict and resolution is an invaluable learning tool for the deepening of awareness and learning at a personal level about anxiety, communication, and personal agenda and needs, and on a group level about diversity and community. IPR offers a container for this powerful experiential learning.

**Didactic Seminars** {309.4, 309.5, 309.6, 309.7, 309.8, 309.9}: These are scheduled throughout the program. Didactics provide and opportunity to learn new theoretical and theological concepts applicable to chaplaincy and pastoral care. They also provide opportunity for exposure to different teaching styles. The materials presented is purposed to be practical, experiential and integrative, a place in which theory, technique and each person’s unique self meet for further learning and integration. While the
supervisor offers the majority of didactics, hospital personnel, visiting
chaplains and pastors, and Level II students offer didactics in areas of
interest and expertise. Those names are included in the Unit Schedule. The
didactics are tailored to the needs of the group given the individualized
nature of the program at CFVMC.

**Reading/Reading Seminar** {309.4, 309.5, 309.6, 309.7}: Reading is an
important component of the CPE learning setting that sheds light on the
clinical experience. Students may include planned reading in their learning
covenant. An extensive bibliography is being provided. Students record
readings in the weekly reflection notes. Each student is asked to read 750-
1000 pages during a given unit. Reading seminars are offered for interns,
and residents to supplement didactics and to help in providing a framework
to interpret and integrate the clinical experience of pastoral care.

**Patient Visitation** {309.1—309.10}: Each student will spend a specified
number of hours in the hospital visiting with patients and families. This is
the heart of the clinical experience. Each student will be assigned areas of
the hospital and will be pastorally responsible for those units. In addition,
students will have “on-call” responsibility during the program.

**Joint Visits/Supervised Visits** {309.1—309.10}: Students may visit
patients accompanied by staff chaplains and other peer(s). This provides
opportunity to observe and to be observed during an actual pastoral visit, as
well as to reflect on what occurred during the visit. In addition, students
have the opportunity to make visits with their supervisor during a unit.
Although the intention is to have a visit in which the students offers
pastoral care that is observed by the supervisor for the purpose of reflecting
from the perspective of a joint experience, the role of primary care giver
might shift in the interest of learning. After the experience, an immediate
opportunity for reflection is offered through a structured process of mutual
consideration of pastoral issues, concerns, and assessments.

**Learning Covenant** {309.1, 309.2, 309.3, 309.5, 309.6, 309.7, 309.8,
309.9, 309.10}: Each student will negotiate a written learning covenant
with his/her supervisor during the first two to three weeks of the program.
This covenant provides the student opportunity to articulate his/her learning
goals for the unit in the context of the Standards/Objectives of Level I, and II.

**Weekly “Learning” Reflection Paper** {309.1, 309.2, 309.4, 309.6, 309.9,
309.10}: The reflection is meant to give students opportunity to focus on
the previous week’s experience (feelings and thoughts) and assess their
significance. This report should include impressions of the past week’s
supervisory conference, and list/discuss readings completed during the week. The supervisor will respond with written comments. This written interaction offers one possible focus for supervision agenda. A guideline is included in the syllabus that offers possible areas of focus for the reflection, but the student’s experience is the most important guide.

**Evaluations** {309.1—309.10}: Mid-unit evaluations are written by each student as a way to consider where he or she is in relation to goals and desired learning part way through the unit. These evaluations are processed in the group setting, often bringing about a new level of awareness in the learning process and in relational experience which gives greater energy and insight for continued learning in a given unit. A final evaluation is written by both student and supervisor. The students’ evaluation is again shared in a group process, this time more for the integration and acknowledgement of learning. Written final evaluations are confidential and are not sent outside the center without the written permission of the CPE Student. While ACPE requires that evaluations are to be received within 45 days after the end of the unit, the goal of this program is that each student receives the supervisor’s final evaluation in the final week of the unit. Each student will have the right to write an amendment to the supervisor’s evaluation if there are areas of disagreement in what was said in the supervisor’s evaluation. Final evaluations are kept in a locked file for ten years after which they are destroyed. Evaluation guidelines are located in the course syllabus.

**Hours** {309.1—309.10}: A Unit of CPE consists of a minimum of 100 hours of structured learning plus pastoral visitation hours that add up to a minimum of 400 hours total. A half Unit of CPE consists of a minimum of 60 hours of structured learning plus pastoral visitation hours that add up to a minimum of 240 hours. Group meetings will take place at the designated times as stated in the course syllabus. Individual pastoral care hours will be defined by the student in negotiation with the supervisor. By the end of the second week of training, the student will have submitted a schedule of hours to the supervisor indicating her/his regular visitation schedule. Variations in the scheduled visitation times will be negotiated in advance with the supervisor.

**Statistical Reports and Time Sheets** {309.1—309.10}: The Department of Pastoral Care uses statistics in a number of ways. They are used by the hospital to maintain the education program and are used by the supervisor and student to determine program hours as well as reflecting some learning issues of time, priorities of ministry, pastoral coverage, etc. Statistical Reports and Time Sheets are due each week to the CPE Supervisor.
Statistical forms are located in the forms section of your Student Handbook, and in CPE office 111.

AGREEMENT FOR TRAINING
CAPE FEAR VALLEY MEDICAL CENTER

CPE is conducted as an “education for ministry” experience. The Agreement for Training and your acceptance into this center, authorizes you to: visit patients as a Chaplain Intern, or Chaplain Resident; have access to appropriate clinical records; to be informed of the patients’ situation (physically, spiritually, emotionally, psychologically, and sociologically), and to write material that would be beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor, Associate Supervisor, or Supervisory Education Student. Confidentiality is basic to professionalism and any communication regarding patients outside our professional treatment and/or training circles is prohibited except as required for the safety of patients, families or others. Breech of this standard of professional confidentiality is determined by the hospital management and may result in your immediate termination.

CPE Intern/Resident’s Initial: ____________

The materials submitted to your assigned supervisor concerning you and your ministry as a Chaplain Intern/Resident may be used by your supervisor with other ACPE Supervisors and other professionals from whom he/she may seek consultation as a part of her/his professional development or as part of research intended to contribute to the field of clinical pastoral education and/or clinical pastoral care. In all instances of use beyond this center’s professional training circle, your supervisor, unless full disclosure of the documents is required by law, will attempt to sufficiently alter the material to obviate your being identified as the Chaplain Intern/Resident.

CPE Intern/Resident’s Initial: ____________

Your written evaluation and your supervisor’s written evaluation of each unit of training may be shared with individuals invited by your supervisor to participate in your unit and/or final evaluation process. All other instances of sharing your or your supervisor’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 supervisor, (unless full disclosure of the documents is required by law), will sufficiently alter the evaluation(s) to obviate your being identified as the Chaplain Intern/Resident.

CPE Intern/Resident’s Initial: ____________

You have received and reviewed the Student Handbook and the ACPE Standards governing Clinical Pastoral Education provided to you during orientation. You have had an opportunity to review the policies and Standards with your supervisor during orientation and now understand both, their importance for you as a Chaplain Intern/Resident.

CPE Intern/Resident’s Initial: ____________

You understand that the unit’s tuition of $350.00 and the Mid-Atlantic ACPE unit fee of $70.00 (both payable to Cape Valley Medical Center Department of Pastoral Care) must be paid by mid-unit unless otherwise negotiated and agreed to, in writing, by your assigned supervisor and the Director of Pastoral Care. Failure to pay the tuition or unit fee will result in your not receiving credit for the training unit, and may result in your being denied admission to any future unit of CPE.

CPE Intern/Resident’s Initial: ____________

In all of your activities during your Chaplain Internship/Residency, you agree to function professionally and within the ACPE Code of Ethics as contained in the Standards of ACPE. A copy of the Code of 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.

CPE Intern/Resident’s Initial: ____________

You agree to the possible video/audio taping of your individual or group sessions which may be used by your supervisor as part of your or your groups’ training during the unit. These will be used for your educational purposes only and will not be available to those outside CPE without your written consent. You understand that you may request the termination of taping at any time.

CPE Intern/Resident’s Initial: ____________
You have been oriented to the Grievance Policy as outlined by ACPE and to the policy about the Disciplinary Action as set forth by Cape Fear Valley Medical Center/Health System.

CPE Intern/Resident’s Initial: ____________

I understand and agree to the conditions of this Agreement for Training.

______________________________  ______________________
Signature of CPE Intern/Resident          (date)

______________________________  ______________________
Signature of Primary ACPE Supervisor        (date)

______________________________  ______________________
Signature of Director of Pastoral Care       (date)

ACPE STANDARDS, OBJECTIVES AND OUTCOMES

Clinical Pastoral Education offered at Cape Fear Valley follows the objectives and outcomes of CPE (Level I and Level II) as currently defined
in the 2010 Standards of the Association for Clinical Pastoral Education (ACPE). The training is continuously updated and reformed in correspondence to the changes of requirements and outcomes of each level of CPE in the most current Standards of ACPE. A copy of the complete 2010 Standards is available in the Pastoral Care Department. The following sections are taken from the 2010 ACPE Standards Manual:

**309-319 Objectives and Outcomes of ACPE Accredited Programs**

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. ACPE accredits two types of clinical pastoral education programs: CPE (Level I/Level II) and Supervisory CPE. ACPE accredited programs provide a progressive learning experience through a two level curriculum. At this CPE center, Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I/Level II) curriculum outcomes is prerequisite for admission to Supervisory CPE.

**309-310 Objectives of CPE (Level I/Level II)**

CPE (Level I/Level II) enables pastoral formation, pastoral competence, and pastoral reflection. Some CPE centers offer pastoral specialization(s) as part of their Level II curriculum.

CPE (Level I/Level II) objectives define the scope of the CPE (Level I/Level II) program curricula. Outcomes define the competencies to be developed by students as a result of participating in each of the programs.

Standard 309 The center designs its CPE (Level I/Level II) curriculum to facilitate the students’ achievement of the following objectives:

**Pastoral Formation**

309.1 to develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for integration of personal attributes and pastoral functioning.

309.2 to develop students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

309.3 to develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for integration of personal attributes and pastoral functioning.
Pastoral Competence

309.4 to develop students’ awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

309.5 to develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.

309.6 to develop students’ ability to effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

309.7 to teach students’ the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.

309.8 to develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

Pastoral Reflection

309.9 to develop students’ understanding and ability to apply the clinical method of learning.

309.10 to develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.

310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II Curriculum to facilitate the student’s achievement of the following additional objectives:

310.1 to afford students opportunities to become familiar with an apply relevant theories and methodologies to their ministry specialty.

310.2 to provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

310.3 to provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

Standard 311-312 Outcomes of CPE (Level I/Level II) Programs
Standard 311 Outcomes of CPE Level I

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. Satisfactory achievement of Level I outcomes must be documented in the supervisor’s evaluation(s).

The following are descriptions of the Level I Outcomes that students may consult to understand these outcomes as they enter CPE, identify learning goals, and reflect upon their learning throughout the unit.

Pastoral Formation

311.1 Articulate the central theme of their religious heritage and the theological understanding that informs their ministry.

CPE is theological education. CPE students are thus encouraged to think theologically about their ministry experiences. Many students come to CPE with formal theological education, and CPE offers an opportunity to make connections between their developing theology and their ministry. Verbatims, class discussions, worship seminars, and supervisory conferences all provide settings in which students are encouraged to put words to the centrally important themes of their own religious heritage. Students are also encouraged to notice ways in which their formal, stated theology may differ from their lived experience. As students offer spiritual care to patients, families, and staff members, they are asked to come to a deeper understanding of how their theology undergirds and guides their ministry practice.

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

Each person comes to CPE from a unique mix of culture, life history, and interpersonal relationships. Level I CPE offers an unparalleled opportunity to discover some of the ways that one’s own life experiences have influenced personal and professional development. Reflection papers, verbatims, IPR seminars, perspectives from the behavioral sciences, and supervision all assist students on their journey of self discovery. This center asks Level I students to reflect intentionally on the culture in which they were raised to help them
gain awareness of the effect of culture on themselves, one another, and those they serve.

311.3 Initiate peer group and supervisory consultation and receive critique about one’s ministry practice.

CPE is a unique setting for learning. It is a group experience. Part of the task of learning in CPE is exploring how to offer feedback and how to receive it. At its best, a CPE group is both nurturing and challenging. Students bring questions to the group and they present their pastoral work through verbatims. The group is most helpful when members offer affirmation of the strengths they see and also offer challenges about what might have been done differently. The expectation of this Outcome is that Level I student will both ask genuine and relevant questions about their ministry practice and will make space to receive the answers they hear, both from their peers and from their supervisor.

Pastoral Competence

311.4 Risk offering appropriate and timely critique

Many people come to ministry having learned to be “nice”. This often means that it is relatively easy to offer support and affirmation of others, but it is much more difficult to offer them constructive criticism. CPE offers students many opportunities to offer critique to one another. A learning edge for many students is to offer appropriate critique, that is, feedback that the other person can hear and use. Another learning edge is to learn to offer critique at the appropriate times. That means that critique is most helpful when the person is open, receptive, and curious. It is also most helpful to hear feedback about behavior close in time to when it occurred; that is, not to wait several weeks to let a person know that something they did impacted you.

311.5 Recognize relational dynamics within group contexts.

Ministers work with and within groups, no matter what the ministry setting. Students in CPE have an opportunity to learn how they tend to function within groups and to learn how groups form, function, and end. Since CPE is a group experience, the entire program assists students to learn about group dynamics. In particular, IPR seminars are designed to facilitate this learning within the peer group. Students are encouraged to look at group dynamics with the hospital,
as well. Staff members working in different clinical areas and floors have different ways of interacting with each other and with chaplains. Integrating oneself into clinical settings gives a chaplain additional opportunities to recognize relational dynamics within the CPE experience.

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

The didactic curriculum for Level I CPE includes many elements. Some of these are directly related to working with patients, families, and staff. For example, learning about the dynamics of grief relates in a direct way to ministry in the hospital, for nearly everyone in the hospital is confronting loss of some kind. Students in Level I CPE are encouraged to make connections between the concepts presented in the curriculum and the practice of ministry to people. Along with the formal didactic presentations, students are offered many other opportunities to learn. Feedback from verbatims gives students opportunities to reflect on their ministry practice and to try some other approaches.

311.7 **Initiate helping relationships with and across diverse populations.**

Ministry in this hospital involves meeting and caring for people who come from a variety of life situations, cultures, ethnic backgrounds, and life experiences. Generally, Level I students are assigned to clinical areas that have patients with some commonalities, so that the chaplains can gain some understanding of the spiritual and emotional issues facing patients with these diagnoses. Students are also charged with serving the emergent needs of the entire institution while on call, and thereby have opportunity to meet people with a wider variety of diagnoses and medical situations. This Outcome looks at a student’s ability to find ways to be connected with and helpful to a wide variety of people in varying life circumstances. It is important for chaplains to know and honor the particularity of their own selves, while being respectful, caring, and helpful to those whose life experiences are very different.

**Pastoral Reflection**
311.8 Use the clinical methods of learning to achieve their educational goals.

CPE involves an Action-Reflection-Action model of learning. Students go out on the floors, engage with patients, families, and staff to meet their spiritual and emotional needs, then, they reflect upon their experience. What went well? Where did the conversation go astray? Verbatims, informal conversation with peers, supervisory conferences, and formal reflection papers all contribute to the reflection. Then students re-engage in the practice of ministry, trying out some new ways of meeting people, listening to them, and responding to their needs. Action-reflection-Action is an ongoing spiral of learning, and it is called the clinical method of learning. At the beginning of the unit of CPE, students set learning goals in consultation with their supervisor. This Outcome points to the deep interconnection between the clinical method of learning and achievement of learning goals. Students who are able to use their reflection to guide changes to their actions are quite likely to find their ongoing spiral of learning beneficial in achieving not only their formal learning goals, but other unanticipated learning edges, as well.

311.9 Formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

A unit of Level I CPE offers students significant information about both individual strengths and growth edges. The clinical method of learning helps students learn from experience; they discover that learning is an ongoing, life-long process. Reflection on their ministry practice, in particular, offers students insight about what they do well in ministry, as well as ideas about what their struggles are. Feedback from peers and supervisor throughout the unit assist students to understand themselves more deeply. By the end of the unit, students are better equipped to name both strengths and areas for further growth in their final evaluations.
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. Level II curriculum involves at least two or more program units of CPE.

The supervisor determines whether the student has completed Level II outcomes based on the student’s competence. The supervisor must document completion of Level II outcomes in the student’s final evaluation. After successfully completing four units of Level I/II CPE, students may apply to ACPE to become a Clinical Member (www.acpe.edu). They may also apply to appropriate professional chaplaincy organizations, such as the Association for Professional Chaplains (www.professionalchaplains.org), the National Association of Catholic Chaplains (www.nacc.org), or the National Association of Jewish Chaplains (www.najc.org).

**Pastoral Formation**
Level II CPE is designed to build upon students’ strengths and provide a wide array of educational programs to assist them as they continue to develop their pastoral identity. As students progress through Level II, they develop a greater confidence in their abilities to minister to the people in their care. Level II students have an opportunity to develop strong collegial relationships with other members of the interdisciplinary team and are often called upon to offer a spiritual perspective within interdisciplinary conversations and conferences.

**Pastoral Competence**
The curriculum in Level II CPE is designed to equip students for professional chaplaincy. At this level of training students learn to integrate theology and the behavioral sciences as they assess the needs of those in their care and design appropriate pastoral interventions. Students learn to work effectively as members of the interdisciplinary team, and they become proficient in communicating with other professionals. Students also learn how to minister with people from other cultural and religious locations. Students at this hospital learn to minister to those in trauma and acute grief, and become competent in crisis ministry.

**Pastoral Reflection**
In Level II CPE, students have the opportunity to learn to assess the impact of their ministry on others through self-reflection. This is a gradual process as the students make their way through the program. In the beginning, students rely more on the feedback from the supervisor and peer group to assess their ministry functioning, but as the program continues, students gain proficiency in recognizing both their good work and places where they have missed the mark. Increasingly, students in Level II use their supervisor as a consultant to help them work on learning edges they have identified within themselves. The curriculum’s focus on the clinical method of learning assists Level II students to become more proficient in assessing accurately both their personal and professional growth edges.

**Pastoral Formation**

**312.1** Articulate an understanding of the pastoral role that is congruent with their personal and cultural values, basic assumptions and personhood.

Students in Level II CPE continue the work of self-discovery that they addressed in Level I. The curriculum includes many elements that assist students in this work. Students write papers on their cultural and theological backgrounds and understandings, and may be asked to present an Integration Project which demonstrates how they use their personhood as they pastor in their clinical areas. Didactic offerings, Reflection papers, and IPR also assist students as they refine their understanding of the pastoral role in ways that reflect their full personhood.

**Pastoral Competence**

**312.2** Provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice issues without imposing their own perspectives.

The curriculum in Level II deepens students’ understanding of cultural and ethnic differences. Formal presentations on pastoral care with diverse populations add to students’ cultural competence. Students work with Systems theory which provides them both personal understanding of their family of origin and increased understanding of the hospital system in which they work. The personal and professional integrative work of CPE assists Level II students to recognize their own perspectives and avoid imposing them when serving as a chaplain.
312.3 Demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

As students enter Level II CPE, the curriculum focuses on listening skills. Students practice reflecting both content and feeling, so that those they serve experience them listening deeply and accurately and responding with empathy. As students progress through CPE, they gain skills in resolving conflict and confronting others, both within the educational group and in the wider hospital system. Verbatims, IPR, and individual supervision all assist students in this work. As on-call chaplains, students have much experience dealing with crises, and they use the CPE action-reflection-action model of learning to become more proficient at crisis management. Both on-call and on their floors, students have the opportunity to learn how to use both religious and spiritual resources to meet the needs of a diverse population. Didactics, verbatims, and supervisory and peer group consultation assist students to broaden their perspective as they offer ministry to people who are different from themselves.

312.4 Assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.

CFVMC teaches pastoral assessment through formal didactics, and asks students to reflect on patient needs and their pastoral plan in each verbatim they write. The faculty recognizes that there are many ways to assess the needs of others, and has chosen to teach about assessment in a variety of ways. Students in Level II CPE are encouraged to continue to integrate their emerging theology with psychological and sociological knowledge, so that they can meet the needs of the people they serve.

312.5 Manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication.

Level II students will provide a great deal of pastoral care within this hospital because of the nature of their resident status. As such, they are expected to follow the hospitals’ procedures for charting and entering data in departmental statistics sheets. Didactics prepare students for these tasks, and they learn to be accountable to the
expectations given them. As the year of CPE progresses, students are expected to become increasingly self-directed in both their ministry and administrative tasks, and to communicate both within the department and in the clinical areas with collegial professionalism.

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.

Level II CPE focuses on personal/professional growth and the curriculum assists students to grow in both spheres. As students reflect on their pastoral work through verbatims, they increasingly identify ways that they are blocked from emotional availability. They experiment with greater emotional availability in IPR, and work on appropriate self-disclosure. The interplay of clinical experience and reflection offers unparalleled occasions for students to learn how to exercise power and authority positively, and how to maintain a less anxious, if not non-anxious, presence in the face of anxiety. Students also have opportunity to recognize situations in which they lead with judgment, and learn with judgment, and learn how to manage those inclinations.

Pastoral Reflection
312.7 Establish collaboration and dialogue with peers, authorities and other professionals.

As Level II students, chaplains function as spiritual care members of the interdisciplinary teams on their assigned floors. They learn to collaborate with nurses, physicians, social workers, and healing arts professionals, among others, to provide optimal care for the patients and families. Throughout their time in CPE, Level II students can use the curriculum to increase their skill level as chaplains and as colleagues with peers, authorities, and other professionals. As they do so, they are able to work collaboratively and engage in meaningful dialogue with these persons.

312.8 Demonstrate awareness of the Spiritual Care Collaborative Common Standards for Professional Chaplaincy.
The Spiritual Care Collaborative Common Standards for Professional Chaplaincy are included in the Student Handbook. Students are expected to read them and become familiar with the contents. Students who anticipate continuing toward chaplaincy as their vocation should work with their Supervisor to clarify the intent of these particular Standards. Students also will have occasions to discuss these Standards with other chaplains, as they network with professional chaplains working in a variety of settings.

312.9 **Demonstrate self-supervision through realistic self-evaluation of pastoral functioning.**

Level II CPE students are expected to grow in self-awareness and become more knowledgeable about what constitutes effective pastoral care to those they serve. As their confidence and abilities grow, they will become increasingly able to supervise their own work. These burgeoning skills will assists students in knowing when they have assessed needs, and if they have appropriately met them. Throughout the year-long residency, the Resident Chaplain will learn when to seek consultation and support, and from whom support and consultation are most helpful.

313 **Objectives of Supervisory CPE AND ACPE 314 through 319**

Outcomes of Supervisory CPE can be found within the Manuals located in the departments’ library along with all the other aforementioned Objectives and Outcomes. In addition, students may access ACPE Standards and Manuals which include these Objectives and Outcomes at [www.acpe.edu](http://www.acpe.edu).
Ethical Conduct

All CPE faculty and students in programs of CPE at Cape Fear Valley Medical Center and Health System are expected to uphold and abide by the code of Professional Ethics as detailed in ACPE Standard 100. Cape Fear Valley Pastoral Care Department expects students and faculty to live up to the expectations set for “members” in the ACPE Standards.

Standard 100 Code of Professional Ethics for ACPE Members

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members and students. 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 (Appendix 1) and to promptly provide notice to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum.

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 CPE supervisor, 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 their 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 they are not free to practice or teach according to conscience, they 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.
LIBRARY ACCESS
AT CAPE FEAR VALLEY MEDICAL CENTER/HEALTH SYSTEM

Pastoral Care and related resources are available through several sources:

- The CPE Library is housed in the Clinical Pastoral Education Room 111 in the Annex Building on the campus of Cape Fear Valley Medical Center. The library contains over 300 books and bound periodicals. Students have both reading and borrowing privileges.

- Library Services is a virtual library/research service located in the basement of the West Wing. Library Services, as part of the Training and Development Department, provides medical and health related literature searches and article retrieval for staff. Database instruction is also provided so staff can search independently. Library services and research can be customized for individual and department needs by contacting the librarian by phone (615-5746) or by email: Sbarbiaux@capefearvalley.com.

- In addition to staff needs, patient education, and corporate compliance issues, assistance is provided to physicians, students on clinical rotations, patients and their families, and individual members of the community. Staff attending classes also may use the service for article retrieval providing they have done the research beforehand themselves and for help with keyword search instruction and database instruction. Classes will be provided quarterly on how to use various websites.

- Students also have access to North Carolina AHEC Digital Library through the infoWeb. Instructions will be given during orientation. The digital library has a variety of databases available for use on the Intranet. The online catalog provides access to some e-books and e-journals.

- Cape Fear Valley has also partnered with Southern Regional Area Health Education Center {Students can read and copy materials}, Fayetteville State University {Students can read and copy materials}, Methodist University {Students can read, copy materials, and have access to library computers}.

- Selected materials are available from supervisory/chaplain staff.
- Internet access is available via the computers located in the Intern/Resident office.
Interns and Residents are encouraged to purchase the primary texts for individual units of CPE. The book list will be made available to students before the unit begins. Students may check out books from the department library through the CPE supervisor or department director. Since we have only one copy of most books, students are asked to return them in a timely manner.

The following pages list the books that are found in the department’s library.


__________. *Reframing: A New Method in Pastoral Care*. Minneapolis: Fortress Press, 1990


Duncan, Barry L., Miller, Scott D., Sparks, Jacqueline A. *The Heroic Client: A Revolutionary Way To Improve Effectiveness Through Client-Directed, Outcome-informed Therapy*. San Francisco: Jossey-Bass, 2004

__________. *What’s Right With You: Debunking Dysfunction and Chaniging you Life*. Deerfield Beach FL: Health Communications, Inc., 2005

Dykstra, Robert C., *Images of Pastoral Care Classic Readings*. St. Louis, MO: Chalice Press 2005


Fitchett, George, *Assessing Spiritual Needs.* Augsburg • Minneapolis: College of Chaplains, 1993


_________. *Faithful Change.* Nashville: Abingdon Press, 1996


Harbaugh, Gary L., *Pastor As Person*. Minneapolis: Augsburg Publication House, 1984


Hubbard, Edward E., *Diversity Management*. Amherst, Massachusetts: HRD Press, 2004


Mpolo, Jean Masamba and Nwachuku, Daisy, *Counselling in Africa Today*. Frankfurt am Main • Bern • New York • Paris: Peter Lang, 1991


__________. *With Open Hands*. Notre Dame: Ave Maria Press, 1995


__________. *From Ministry To Theology*. Nashville: Abingdon Press 1990

__________. *Pastoral Care In Context: An Introduction To Pastoral Care*. Louisville, KY: Westminster/John Knox Press, 1993


_________. *A Primer in Pastoral Care*. Minneapolis: Fortress Press, 2005


_________. *Strategies for Brief Pastoral Counseling*. Minneapolis: Fortress Press, 2001


Way, Peggy *Created By God: Pastoral Care for all God’s People*. St. Louis, MO: Chalice, 2005


__________ *, Worship as Pastoral Care*. Nashville: Abingdon Press, 1979


Woodward, James, Befriending Death: London: SW1P 4ST, 2005