

# CLINICAL PASTORAL EDUCATION

AT

## The Jewish Theological Seminary

### SECTION II

#### Policies and Procedures

Policies and Procedures Approved by:

\_\_\_\_\_

Dr. Alan Cooper, Provost

Date: \_\_\_\_\_

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## STUDENT INFORMATION

Policy Date: May 6, 2010, Provost's Sign Off: \_\_\_\_\_

### PURPOSE:

It is the policy of The Jewish Theological Seminary (JTS) Clinical Pastoral Education program (ACPE) to ensure that students are informed in writing of all policies, procedures, rights and responsibilities that pertain to them as participants in the ACPE training program of The Jewish Theological Seminary.

### ACPE STANDARDS 2010 ADDRESSED: 304

### POLICY:

Each student will be informed in writing of The Jewish Theological Seminary's ACPE program policies and procedures, institutional or agency policies and procedures, and student rights and responsibilities as pertaining to participation in programs of ACPE.

### PROCEDURE:

1. Written descriptions of institutional, agency and ACPE policies regarding student's participation within the ACPE programs of JTS shall be included in the Student Handbook. Items shall include, but shall not be limited to:
  - A. Policies pertaining to ACPE Standards: admission, financial, complaint procedure, maintenance of student records, consultation, discipline, dismissal and withdrawal, ethical conduct consistent with the ACPE Code of Ethics and student rights and responsibilities.
  - B. Agreement for training at clinical placement.
  - C. Expectations regarding the students' duties, appearance, and conduct.
  - D. Provisions for safety measures and instruction where appropriate.
  - E. A Policy and Procedure that provides for completion of a unit of program in process if the supervisor is unable to continue.
  - F. Supervision and program management by a person authorized by ACPE.
2. Each Jewish Theological Seminary ACPE student will receive a copy of the Student Handbook during the first week of the unit.
3. The most current version of the JTS ACPE Program's Policies and Procedures will be available on the JTS website at [www.jtsa.edu/centerforpastoraleducation.xml](http://www.jtsa.edu/centerforpastoraleducation.xml).
4. ACPE policies and procedures will be updated and reviewed annually by the ACPE Supervisor.
5. The student can find the current ACPE Standards and Manuals in the office of the Center for Pastoral Education.

## **ADMISSIONS**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To assure that The Jewish Theological Seminary Clinical Pastoral Education program does not discriminate against persons because of race, gender, age, faith tradition, national origin, sexual orientation, or physical disability and that all students accepted into the CPE program meet criteria for admission.

**ACPE STANDARDS 2010 ADDRESSED:** 304.1, 307.1, 307.2, 307.3, 307.4, 307.5, 307.6, 307.6.1, 307.6.2, 307.6.3, 307.6.4, 307.6.5, 307.6.6

### **POLICY:**

The Jewish Theological Seminary ACPE program shall not discriminate against any individual for reason of race, gender, age, faith tradition, national origin, sexual orientation, or physical disability. All members of the staff are expected to cooperate in making this policy valid in fact.

This policy notwithstanding, all students accepted in the program shall be able, with reasonable accommodation, to physically, emotionally, and spiritually perform the duties of chaplain intern.

At all levels, the ACPE students need to sustain sufficient physical and emotional health to deliver pastoral care. The student must demonstrate the capacity to consistently establish and maintain relationships at significant levels and be open to learning, change, and growth. ACPE students need to be able to demonstrate flexibility in the midst of ambiguity.

### **PROCEDURE:**

1. All admissions requirements and procedures shall be in compliance with ACPE Standards. Formal admissions criteria and processes vary according to the level and duration of the program. Applications for admission must be received by the application deadline in order to be considered for admission. If an application is received after a unit has been filled, the applicant will be advised and may keep their application file active for the next available unit or may request that their materials be returned. Because of the confidential nature of reference forms, those will not be returned to the applicant. If an applicant wishes to withdraw their materials, reference forms will be destroyed.
2. Prerequisites and criteria for Level I and Level II CPE admission include:
  - A. Either graduation from high school/GED or ordination by a faith community or commission to function in ministry by an appropriate religious authority as determined by ACPE.
  - B. Graduation from a four-year college or university. (Life and work experience may be granted equivalency status on a case-by-case basis.)
  - C. Sufficient theological study to allow for in-depth reflection upon spiritual and religious issues. (Life and work experience may be granted equivalency status on a case-by-case basis.)

- D. Active relationship with a faith-tradition.
  - E. Emotional maturity, spiritual awareness, and cognitive ability to function as a chaplain intern.
  - F. Time, motivation and enough financial security to participate in an intense, non-paying, educational program.
  - G. Correlation of the student's educational objectives with the learning opportunities available through The Jewish Theological Seminary's ACPE program.
3. An application is considered complete when the face sheet, essays, any prior CPE evaluations and all three reference forms have been received by the ACPE Supervisor. Exception: see items 6A & 6 B below, "Application Process for **academic year, part-time half-unit for ordained clergy and religious community leaders**," for additional application requirements.
  4. Once an application is complete, the applicant will be contacted as soon as possible to schedule an interview with the ACPE Supervisor or the Supervisory Education Student to determine readiness for clinical learning.
  5. Application Process for **Summer Full-time CPE Unit**:
    - A. Preference for the summer unit will be given to Jewish Theological Seminary students and students who attend seminaries which have consortium agreements with The Jewish Theological Seminary.
    - B. The application deadline is **November 1<sup>st</sup>**
    - C. Within a week of the interview with the ACPE Supervisor or Supervisory Education Student, the supervisor will notify the applicant about whether s/he is invited to participate in a site supervisor interview.
    - D. Site Supervisor interviews will take place early in December. Each student will meet with a panel of site supervisors from New York-Presbyterian Hospital and the human service agencies which serve as Clinical Placement Sites for the JTS CPE program.
    - E. Following the site supervisor interviews the ACPE Supervisor will contact students to inform them which site has offered them a placement.
  6. Application Process for **Hospice CPE Units**:
    - A. Preference for these units will be given to Jewish Theological Seminary students and students who attend seminaries which have consortium agreements with The Jewish Theological Seminary.
    - B. The application deadline for the **summer full-time unit** is November 1<sup>st</sup>. Participants in the **academic year, part-time unit** will be admitted on a rolling basis.
    - C. Within a week of the interview with the ACPE Supervisor or Supervisory Education Student, the supervisor will notify the applicant about whether s/he is invited to participate in an interview with the Director of Jewish Services at Metropolitan Jewish Health Systems.
    - D. The applicant interviews with the Director of Jewish Services at Metropolitan Jewish Health System.
    - E. Following the interviews at Metropolitan Jewish Health System the ACPE Supervisor will contact students to inform them whether or not they have been accepted into the program.
  7. Application Process for academic year, **part-time half-unit for ordained clergy and religious community leaders**:
    - A. Applicants need to have served as official religious leaders in a community for at least

- two years prior to applying.
- B. Applicants need to include a letter describing the contexts in which they will have sufficient pastoral contacts to meet the 180 hour clinical work component of the program.
  - C. Applicants need to include a Clergy & Religious Leader Half-unit of Clinical Pastoral Education Congregation/Religious Community Letter of Agreement affirming their community's support for the applicant to participate in this program. (See Policy on Access to Patients, Residents, Clients and Congregants for Pastoral Care" for text of "Letter of Agreement.")
  - D. Participants will be admitted on a rolling basis.
  - E. Within two weeks of the interview, the ACPE Supervisor or Supervisory Education Student will contact students to inform them whether or not they have been accepted to the program, or if they are on the waiting list.
8. Prerequisites and criteria for **Supervisory CPE** admission include, but are not limited to:
- A. Previous ministry experience in which the applicant demonstrated ability to function pastorally.
  - B. Completion of at least four units of CPE (Level I/Level II).
  - C. Successfully meeting CPE Level II outcomes as documented in the supervisor's evaluation or assessed in the readiness consultation.
  - D. Ability to demonstrate familiarity with the Spiritual Care Collaborative Common Standards for Professional Chaplaincy (Appendix 2). Note: The ACPE Standards and Code of Ethics supersede these standards.
  - E. Consultation for readiness for the student and supervisor as specified in the ACPE *Certification Manual*, Part Two, IV.A., p. 10.
  - F. Current ACPE membership.
9. Application Process for **Supervisor CPE Program**:
- A. The supervisory program does not begin and end on a fixed schedule. New supervisory education students (SES) are accepted into the program at various times throughout the year, contingent upon the availability of funding, supervisory needs, and other considerations.
  - B. An application is considered complete when the face sheet, essays, any prior CPE evaluations, any CPE consultation reports and all three reference forms have been received by the ACPE Supervisor.
  - C. Once an application is complete, the applicant will be contacted as soon as possible to schedule an interview with the ACPE Supervisor and other ACPE training supervisors to determine readiness for clinical learning.
  - D. Within two weeks of the interview, the ACPE Supervisor will contact the student to inform him/her of the status of his/her application.
10. Upon written notification of acceptance into The Jewish Theological Seminary ACPE Level, Level II or Supervisory CPE programs, the applicant will be considered enrolled upon receipt of the non-refundable tuition deposit. An applicant's spot in a training unit will be held open only for the time period designated in the acceptance letter, usually no more than two weeks. [See the Tuition and Finances Policy].

## **REGISTRATION, TUITION & FINANCES**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To assure that The Jewish Theological Seminary Clinical Pastoral Education program addresses registration, fees, payment schedule, refunds, financial aid and benefits.

**ACPE STANDARDS 2010 ADDRESSED:** 304.2

### **POLICY:**

The Jewish Theological Seminary ACPE program shall inform each potential ACPE student of the fee schedule upon request for program information and/or at the time of the admissions interview. Tuition and fees may be reviewed and/or changed annually. Registration for the CPE program through the Registrar's Office is required.

### **PROCEDURE:**

*Tuition Fees:* The fee for a full unit of CPE training at The Jewish Theological Seminary will be \$750.00 (inclusive of the deposit). The fee for a half unit of training will be \$500. Checks for fees should be made payable to: "The Jewish Theological Seminary" and designated as payment for ACPE tuition.

1. Students who are accepted to participate in the ACPE program pay a non-refundable deposit to confirm their acceptance and reserve a place in the unit in which they wish to enroll. The deposit is \$100 for both full and half units. Payment should be made to the Bursar in 101 Schiff Hall. The Bursar's Office is open from 10:00 AM – 4:30 PM, Monday through Thursday.
2. Positions in the unit will not be held for accepted applicants until a deposit has been received unless other arrangements are made with the ACPE Supervisor.
3. Students register for the program in the Registrar's Office, 102 Schiff Hall. The Registrar may be contacted at [registrar@jtsa.edu](mailto:registrar@jtsa.edu) or 212-678-8007 or in person. The Registrar's Office is open from 10:00 AM – 4:30 PM, Monday through Thursday. The last day to register is on the first day of the CPE program.
4. The balance of the tuition (\$650 or \$400) is due upon registration for the program. Payment should be made to the Bursar. No refunds are available for any reason after the first day of the program.
5. If a student withdraws from the program or is dismissed for any reason, no refund will be available.

6. Students will be responsible for any fees for consultation committee appearances, professional meetings, or continuing education events outside the program. The Jewish Theological Seminary may, in its sole and complete discretion, occasionally offer limited support for professional events.
6. A schedule of current tuition and fees is available to applicants and others upon request.

### **Financial Aid and Stipends**

1. The Center for Pastoral Education at The Jewish Theological Seminary, in its sole and complete discretion, may budget for scholarship assistance in the form of partial or full tuition and/or living stipends, according to student need and availability of funds. If awarded, scholarships will be allocated by the ACPE Supervisor.
2. All requests for financial aid must be submitted in writing before the program begins.
3. Jewish Theological Seminary Rabbinical Students may use their Kaplan Pastoral Stipend to cover CPE tuition.
4. Supervisory Education Students receive a stipend in accordance with the Supervisory Student Agreement.

*Benefits:* The Jewish Theological Seminary will provide no benefits, health insurance, or disability coverage for extended or full-time unit programs. All ACPE students need to carry their own health insurance and must be financially stable enough to participate in a time-consuming, non-paying, educational program.

## **ACCESS TO PATIENTS, RESIDENTS, CLIENTS AND CONGREGANTS FOR PASTORAL CARE**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

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

**ACPE STANDARDS 2010 ADDRESSED:** 302.2, 302.3

### **POLICY:**

The administration of The Jewish Theological Seminary supports the ACPE program and has entered into a Satellite Agreement with New York-Presbyterian Hospital and created partnerships with appropriate clinical sites in order to assure that the ACPE students will have access to patients, residents and/or clients while they are under the supervision and direction of a certified ACPE Supervisor or Associate Supervisor. ACPE students who participate in the ordained clergy and religious professional half-unit must demonstrate their ability to complete their required hours of pastoral work in the context of the communities which they lead.

### **PROCEDURE:**

#### **For CPE Units with JTS-arranged Clinical Placements:**

1. Each student will be assigned to a clinical placement which has signed an Agreement for Clinical Placement of Clinical Pastoral Education Intern with The Jewish Theological Seminary.
2. Each student will be assigned a site supervisor at his/her clinical placement. The site supervisor will be responsible for giving the student a thorough orientation to the clinical placement setting, including all patient or resident care areas. The site supervisor will provide the student with ongoing support and supervision as needed throughout the program.
3. The site supervisor and the CPE supervisor will coordinate their work carefully so that the student experiences a smooth educational program. Clinical and on-call hours will be negotiated between the site supervisor, the student and the CPE supervisor.
4. Students will be issued identification badges at their clinical placements.
5. Students will be oriented to the protocols necessary for them to function as members of the staff at their clinical placements and are required to abide by the institution's policies and procedures.

6. Students are encouraged to attend rounds, unit staff meetings, and other multi-disciplinary meetings, when appropriate, and to communicate regularly with the members of the team.
7. Students who are placed at New York-Presbyterian Hospital will participate fully in the “in-house” and “out-of-house” on call system in the hospital, including evenings and weekends. Shabbat observance is respected. Students will have the opportunity to minister in every area of the hospital. Students are required to have a special orientation meeting with the ACPE Supervisor before ministering on the psychiatric unit at New York-Presbyterian Hospital

**For CPE Units Utilizing Clinical Work at Participants’ Places of Employment, CPE for Ordained Clergy and Religious Professional:**

1. As part of the application process, students who are applying to the half-unit program for ordained clergy and religious professionals need to include a letter describing the contexts in which they will have sufficient pastoral contacts to meet the 180 hour clinical work component of the program.
2. Applying students also need to have a leader of their congregation/religious community sign the Clergy & Religious Leader Half-unit of Clinical Pastoral Education Congregation/Religious Community Letter of Agreement” affirming their community’s support for the applicant to participate in this program.
3. Each congregation and/or religious community will designate a liaison between the religious community and the ACPE program, who will be responsible for providing the CPE intern with ongoing support and feedback as needed throughout the program.
4. The ACPE Supervisor will be kept informed, by the student and by the liaison, of any circumstances in the community which is being served which are relevant for ensuring the highest quality of care.
5. The student will provide the congregation/religious community with a copy of the Letter of Agreement which follows:

**The Jewish Theological Seminary  
Clergy & Religious Leader Half-unit of Clinical Pastoral Education  
Congregation/Religious Community Letter of Agreement**

I affirm that \_\_\_\_\_ (name of congregation/religious community), agrees to allow \_\_\_\_\_ (clergy member) to utilize their experiences as clergy/pastor to fulfill the minimum ACPE Standards requirements for the amount of clinical hours needed for the half-unit of CPE. The minimum ACPE Standards requirement for curriculum hours will be fulfilled at The Jewish Theological Seminary, a satellite of New York Presbyterian Hospital's ACPE Program. The combined minimum time required for the fulfillment of a half-unit of ACPE is 240 hours, with at least 60 hours of group and individual supervision.

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

As part of this training agreement, \_\_\_\_\_ (name of congregation/ religious community, understands that \_\_\_\_\_ (clergy member) will prepare reflective summaries and reports on ministry encounters. It is further understood that all written reports and verbal exchanges will not identify any individuals by name, and that these experiences will be used for training purposes only. They will be kept within the strictest bounds of professional confidentiality.

\_\_\_\_\_ (name of congregation/religious community), grants The Jewish Theological Seminary's CPE faculty and the New York-Presbyterian Hospital's CPE faculty the privilege to make site visits to the congregation/religious community during the CPE unit. The purpose of these visits will be to allow the faculty to become familiar with the clinical context in which the intern is functioning, to assure that all applicable ACPE standards stated in this letter of agreement are being met, and to provide or receive consultation for the benefit of the educational process of the intern.

\_\_\_\_\_  
Clergy Member

\_\_\_\_\_  
Designated Leader of Congregation/  
Religious community

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **LIBRARY RESOURCES**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To insure that ACPE students have adequate access to library resources.

**ACPE STANDARDS 2010 ADDRESSED:** 303.6

### **POLICY:**

Students participating in The Jewish Theological Seminary ACPE program will have access to adequate library resources.

### **PROCEDURE:**

1. Students have access to The Jewish Theological Seminary's world-class library, which includes a good number of pastoral care holdings. Students will be provided a thorough orientation to the library resources available. The library's circulation desk phone number is 212-678-8082.
2. Students may obtain a library card for Burke Library at Union Theological Seminary, for \$20, by going to Columbia University's Butler Library Information Office with their JTS id cards. The Burke Library has a very extensive collection of pastoral care and counseling holdings. To view the pastoral care holdings, please go to <http://www.columbia.edu/cu/lweb/indiv/burke/collections.html>
3. A comprehensive bibliography is included in the student handbook.

## STUDENT RECORDS

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### PURPOSE:

To insure that The Jewish Theological Seminary Clinical Pastoral Education program complies with the *Family Education Rights and Privacy Act (FERPA)* and maintains student records in a manner consistent with the Guidelines for Student Records as appears in Appendix 7B of the ACPE Accreditation Manual. This policy also addresses issues of student record confidentiality, access, content and custody.

**ACPE STANDARDS 2010 ADDRESSED:** 304.4

### POLICY:

**This ACPE CPE center/program guarantees to its students the rights to inspect and review education records, to seek to amend them, to specified control over release of record information, and to file a complaint against the program for alleged violations of these Family Education and Privacy Act (FERPA) rights.** This policy and the procedures which follow constitute the CPE center's *Annual Notice*.

*Student records will be released only with the written consent of the student.* Student records will consist of the application face sheet, the ACPE Supervisor's written evaluation report of training unit(s) and the student's own written evaluation report of training unit(s). Copies of final evaluations from previous units of ACPE which are submitted as part of the application process may also be kept as a part of a student's record. Material written by students, such as verbatims, case studies, and personal logs will be destroyed unless a student gives permission for their continued use. Supervisory notes are not a part of the official record and are the property of the ACPE supervisor. The students' records will be kept on-site in office of the Center for Pastoral Education of The Jewish Theological Seminary by the ACPE supervisor for a period of ten (10) years.

### PROCEDURE & GUIDELINES:

1. **Directory Information is student information not generally considered harmful or an invasion of privacy if released.**
  - A. Directory information includes: the student's name, local and permanent addresses, religion, home congregation affiliation (if any), email address, local telephone listing, age, date and place of birth, previous education, major field of study, participation in officially recognized activities, dates of attendance at JTS, and the particular schools, degree(s), and honor(s) conferred, and their dates, and photos, videos, or electronic images of students taken and maintained by JTS. *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.*
  - B. Before releasing information, students must have received the *Annual Notice*.

- C. Students may “opt out” of the release of directory information by indicating this decision on the “Agreement for Training” which is signed at the end of orientation.
  - D. 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.
2. **A student record is: (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.**
    - A. Application materials of students admitted and matriculated are part of the student record.
    - B. Application materials for others, except for the face sheet, will be destroyed at the start of the unit of CPE, unless the student has indicated a desire to be considered an applicant for a different unit of CPE.
  3. **A student has the right to object to record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.**
  4. The ACPE Supervisor and Supervisory Education Student constitute “education officials” who have a legitimate education interest in the records and may therefore have access to student records without student consent. Application materials may be reviewed and discussed with consulting ACPE supervisors and members of admissions and consultation committees only. After a candidate has been accepted, application files and any material added during the course of the unit may be reviewed and discussed with consulting Supervisors and educators in a manner which protects the confidentiality of the student. Access to the files is restricted to the ACPE Supervisor.  
*Exceptions:* Certain exceptions concerning the release of information exist to protect the health or safety of the student or others, and for the purpose of accreditation or complaint review, or as required for legal processes. Before releasing material in any of these circumstances, the ACPE Supervisor will consult with the ACPE Executive Director or Associate Director.
  5. Subject to notification, the student’s name, address, denomination and unit of CPE successfully completed will be sent to the ACPE office on the student unit report at the completion of each unit of CPE.
  6. CPE Student Record Management:
    - A. The CPE student record includes the face sheet with directory information, the CPE supervisor’s evaluation report and the student’s own evaluation report, if submitted. The record also includes Supervisor's and student's final evaluations from previous units of ACPE and student's written requests for materials to be distributed.
    - B. Material written by students, such as verbatims and case histories that contain information about other persons, including other students, will either be destroyed or,

- if they are part of the student's record, will have the identifiable information about everyone other than the student redacted.
- C. Supervisory Notes: The CPE Supervisor may keep process notes on a student. These process notes are for the exclusive use of the writer and are not considered a part of the student's record. They should be kept separately from the student record.
  - D. The Center for Pastoral Education is involved in research. Students sign a research release form as part of the "Agreement for Training" at the end of orientation. No personally identifiable material will be used for research without the person's written permission for its use.
  - E. A copy of the CPE supervisor's evaluation report will be given to the student. The Center for Pastoral Education at JTS shall keep student records for at least ten years. These records shall be locked in a file cabinet in the office of the Center for Pastoral Education and not be open to anyone outside the CPE center except with the student's written permission. If the student's own evaluation is included, it will be kept with the supervisor's subject to the same provisions. (Note "Exceptions" listed under #4 above.) After ten years, the Center for Pastoral Education at JTS may destroy the student record except for a face sheet with identification information.
  - F. Students are responsible for maintaining their own files for future use. The center will not keep a permanent file or evaluation reports. Students will be informed at the time copies are given to them that it is their responsibility to keep copies for future use.
  - G. CPE students are expected to give written consent for copies of the supervisor's evaluation reports (and their own if applicable) to be sent to their theological school.
  - H. Health records (mental and physical) must be kept in locked, limited access files separate from other student records. Their use and release is also subject to ADA and HIPPA. Certain safety and employment records are also subject to other federal regulations and state laws and are kept separately.
  - I. FERPA requires students be able to review their record within 45 days of receiving student's written request (may be less). This written request becomes part of the student record. Record inspection cannot be denied based on the student's inability to come to the site or outstanding financial obligations. When a student record contains identifiers of another student, those must be redacted. If the student requests a copy of the record, the ACPE Supervisor will copy the record.
  - J. When an ACPE program closes, the regional accreditation chair arranges the secure storage of all student records of the closed program. The Accreditation Commission Chair and ACPE office will be informed of the records' location.
7. *Record Procedures Related to Supervisory CPE:*
- A. Persons seeking certification as a CPE supervisor shall not use personally identifying material about CPE students without the written permission of the student. Thus, either the identity of the student must be redacted or the student must give written permission to use the material.
  - B. Following the action of a regional certification committee or the Certification Commission, and when the time limit for appeal has lapsed, all materials submitted about students will be destroyed.
  - C. A regional certification committee and the Certification Commission may keep on file a face sheet of the person seeking certification, copies of the Presenters' Reports,

- and copies of all Action Reports on the person seeking certification. Other materials should be returned to the person seeking certification.
- D. ACPE may keep on file a copy of the face sheet and regional certification committee Action Reports, copies of all Certification Commission Presenters' Reports, and copies of all Certification Commission Action Reports.

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

## **ACPE CONSULTATION FOR LEARNING PROCESS**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To ensure the provision of professional consultation to the student, if so chosen by the ACPE supervisor or student, regarding the student's learning goals, educational process and focus related to the outcomes, goals and objectives of ACPE.

**ACPE STANDARDS 2010 ADDRESSED:** 304.5, 310

### **PROCEDURE:**

1. Students shall be oriented to the goals and objectives of ACPE and the outcomes of the level of training in which they are engaged, as they are listed in the Standards.
2. At the end of each unit of training, the supervisor's final evaluation of the student shall clarify how the student has engaged the Level I or II outcomes, and the objectives and personal learning goals in her/his learning process.
3. The Jewish Theological Seminary ACPE program utilizes a consultation process for both its students and supervisors to guide the student and his/her supervisor in the continuing education process. The student or supervisor may request a consultation anytime after the first unit of training. Normally, the ACPE consultation occurs after a student has completed two or three units of ACPE. Occasionally the fourth unit of ACPE may be in progress when the ACPE Consultation occurs.
4. The ACPE Consultation committee normally has at least three members not including a student's primary ACPE Supervisor. Other professionals from various health care institutions, local pastors, and Supervisory Residents may also sit on the Committee. At least one member shall be an ACPE Supervisor or Associate Supervisor. The additional person(s) shall have an understanding of the goals and objectives of ACPE.
5. The task of the ACPE Consultation Committee is to be an aid to the student and his/her supervisor in matters pertaining to fulfilling objectives of ACPE and to offer counsel regarding the learning objectives, including the choice of a ministry specialty.
6. After dialogue, the consultation group shall conclude the session with consultation to the student and the supervisor.

7. This group is consultative and does not make final decisions. Final decisions regarding the assessment of the student's learning goals, process and focus are made by the primary ACPE Supervisor.
8. The supervisor will include a reference to the consultation feedback in the student's next final evaluation.
9. The Jewish Theological Seminary ACPE Supervisor is responsible for arranging a ACPE consult Committee. The student is responsible to pay the fees for the ACPE Consultation which covers expenses of drawing a committee together.
10. The student is responsible to see that the following materials are in the hands of the presenter at least two weeks before the date of the ACPE consultation:
  - A. Completed Face sheet
  - B. Current autobiographical statement (five single-spaced pages)
  - C. Supervisory evaluations of all previous ACPE units
  - D. Student's own evaluations of all previous ACPE units
  - E. A case study or three verbatims that illustrate:
    - i. An assessment of patient needs and dynamics
    - ii. An understanding of the pastoral interventions.
    - iii. A congruent conceptualization of pastoral identity.
    - iv. Theological reflection of the pastoral event reported in the case study or verbatim.
  - F. A paper that describes the intended program to achieve the specialization, if a ministry specialty project is chosen.

**Suggestions to the Candidates:**

1. The material submitted for this consultation is very important. Other organizations, such as the Association of Professional Chaplains, the National Association of Jewish Chaplains etc. are certifying agencies and may very well request all or part of this material should their certification be desired and sought.
2. It is the responsibility of the candidates to preserve the material prepared for the ACPE Consultation plus the Presenter's Report and the Committee Consultation report. Should the candidate ever wish to appear for a consultation about Readiness for Supervisory ACPE, it shall be his/her responsibility to provide this material for that appearance.

## Ministry Specialty Projects

1. Students are required to do a ministry specialty project during their fourth unit of ACPE, and may be required to do a project during their third unit of ACPE, depending upon their progress with the outcomes for Level II. If a student is doing his or her second unit of level II training, a project will be required.
2. Students need to consult with the supervisor and department managers to choose their ministry specialty, taking into account the resources available.
3. After a ministry specialty is chosen the student needs to become:
  - A. familiar with theories and methods of the ministry specialty
  - B. conversant with and able to apply one's own philosophy and methodology for the ministry specialty
  - C. articulate in expressing meaning of ministry specialty
  - D. competent in the practice of the ministry specialty
4. The ministry specialty project should be in an area of interest to the student and fit his/her learning goals and resources, including the time frame. It should be do-able. It should be pastoral, theological, practical and clinical.
5. At the completion of the ministry specialty project, students are expected to make a presentation of their work to peers, supervisors and other interested staff of the institution.
6. Some considerations in defining the ministry specialty project for the ACPE consultation Committee:
  - A. State clearly the name of the project and what you hope to accomplish. This is your mission statement, the declaration of purpose. Include why you chose this project.
  - B. State which methodologies you will employ in order to complete your project. to carry out your purposes. How many patients/families will you visit? Will you interview physicians, nurses, social workers? How will you draw on other disciplines? What literature searches will you do? What books might you read? What other things might you do to achieve your purpose? Who will be your expert consultant in your area of specialization?
7. A ministry specialty project needs a final result if it is to be considered important. Consider what you will do with your ministry specialty project. In which contexts will you present your results?

## **DISCIPLINE, DISMISSAL & WITHDRAWAL**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To provide a mechanism for the situations within the training program when it is necessary for The Jewish Theological Seminary ACPE program to take disciplinary action, which may take the form of probation or dismissal, and to provide for the withdrawal of a student from the ACPE program.

**ACPE STANDARDS 2010 ADDRESSED:** 304.6

### **POLICY:**

It is the policy of The Jewish Theological Seminary ACPE program that probation and/or dismissal of a student may occur as a result of behaviors defined below. The process for a student's withdrawal from the ACPE program is also described below.

### **DEFINITIONS:**

**Probation** is for a specific period of time, not less than one week and not more than twelve weeks within any unit of ACPE. The status of probation indicates that the participant's continuation in the ACPE program is in jeopardy. Probation may include the restriction of work in assigned clinical placements.

**Dismissal** ends the student's participation in the ACPE program and ministry within the agency and is initiated by the ACPE supervisor.

**Withdrawal** ends the student's participation in the ACPE program and ministry within the agency at the initiation of the student.

### **PROCEDURE:**

#### 1. Initial Response to Inappropriate Student Conduct

The ACPE Supervisor will conduct a private, corrective interview with the student to discuss inappropriate behavior or action on the student's part, its implication for the student's learning contract, corrective actions to be taken and the consequences of further inappropriate conduct.

#### 2. Probation

If inappropriate student conduct continues, the ACPE supervisor may place a student on probation.

A. A student is placed on or removed from probation by decision of the ACPE

Supervisor, and probationary status may be extended at the discretion of the ACPE supervisor.

- B. A student may be placed on probation as a result of:
- i.. failure to participate appropriately in the educational program
    - a. failure to negotiate an individual learning contract.
    - b. failure to be present and/or interact in a manner conducive to growth for self or peers.
  - ii. failure to act responsibly in pastoral situations
    - a. failure to respond to calls, and/or inappropriate absences from assigned patient units.
    - b. failure to respond appropriately to the needs of patients, families, and staff.
    - c. failure to interact on a professional level with JTS staff.
    - d. failure to cooperate with peers in a collegial ministry.
    - e. failure to provide adequate pastoral coverage in assigned areas.
  - iii.. conduct unbecoming a ACPE student
    - a. behavior that compromises professional functioning
    - b. abuse and /or manipulation of JTS staff, clients, patients, families or peers.
  - iv. any act or conduct which violates the ACPE Ethical Conduct Policy or violates the rights of patients, residents, clients, congregants, peers or staff as defined in the ACPE Student's Rights and Responsibilities Policy or any conduct which violates The Jewish Theological Seminary's policies. All of these policies are distributed during the orientation phase of the ACPE unit or have been distributed to ACPE students as members of the Jewish Theological Seminary community.
- C. A student placed on probation will receive written notice of such action by the ACPE Supervisor. Specific reasons for this action and desired behavioral changes will be provided to the student.
- D. During the final week of probation, the ACPE supervisor and student will meet for evaluation and a decision will be made regarding continuation in the program or dismissal. The student will be notified of the final decision in writing by the ACPE Supervisor.

### 3. Dismissal from the program

- A. A student may be dismissed from the program without first receiving probation, at the complete discretion of the ACPE Supervisor. Dismissal may take effect immediately, or, the student may continue in a limited capacity.
- B. The ACPE supervisor reserves the right to dismiss any student whose program achievements, clinical performance, or conduct as a professional (as described in section B, part 2, above) makes continuation in the program inadvisable.
- C. If a student wishes to appeal the dismissal, they may utilize the Complaint Procedure (the “Complaint Resolution Policy” found in the Student Handbook).
- D. Dismissal of the student from his/her home educational institution is grounds for dismissal from the JTS ACPE program.
- E. Dismissal of a JTS student from the ACPE program may be grounds for dismissal from JTS.

### 4. Withdrawal

- A. A student may withdraw from the program by informing his/her ACPE supervisor and by submitting a letter of withdrawal.
- B. Students are encouraged to inform the ACPE supervisor of the possibility of withdrawal so that the supervisor may arrange for continuity in pastoral care for patients, families, and staff.
- C. There are no refunds of tuition after the first day of the unit. [See the Tuition and Finances Policy]

This policy, together with the statement of ACPE Students' Rights and Responsibilities and the Ethical Conduct Policy, calls for the highest personal and professional standards for students enrolled in the ACPE program at The Jewish Theological Seminary.

The clinical method of learning underlying ACPE encourages students to reflect on their pastoral functioning and to find ways to improve, making appropriate and necessary changes in behavior. Occasionally, behavior falls on the side of the line that also requires a disciplinary intervention. When discipline is necessary, all staff involved from The Jewish Theological Seminary will do everything in their power to maximize the learning potential of the situation for the students.

## ETHICAL CONDUCT

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### PURPOSE:

To describe expectations of professional and ethical conduct for participants in an ACPE accredited program of ACPE. The Jewish Theological Seminary ACPE center expects its students and staff to maintain the highest personal and professional standards of conduct. This policy and the ACPE Students' Rights and Responsibilities policy outline these expectations.

**ACPE STANDARDS 2010 ADDRESSED:** 304.7

### POLICY:

The ACPE faculty and students in programs of ACPE at JTS are expected to uphold and abide by the Code of Professional Ethics for ACPE Members as detailed in *ACPE Standard 100*. The one exception is that students are not expected to abide by Standard 105.

### PROCEDURE:

ACPE 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.

B. Infractions of the Ethical Conduct Policy:

- 1. Any infraction of these practices by a student may lead to disciplinary action, as outlined in the Discipline and Dismissal Policy.
- 2. If a student feels that he or she has suffered a violation of these professional or ethical criteria listed above by any person involved in ACPE, he or she may choose to file a complaint according to the Complaint Procedure Policy.
- 3. Both policies are contained in this section of the Student Handbook.

## **STUDENTS' RIGHTS & RESPONSIBILITIES**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To clarify the rights belonging to and the responsibilities given to ACPE students working in clinical placement sites as part of the Jewish Theological Seminary's ACPE Program. This policy, along with the Ethical Conduct Policy, calls for the highest level of personal and professional behavior from ACPE students and personnel involved in the ACPE program at The Jewish Theological Seminary.

**ACPE STANDARDS 2010 ADDRESSED:** 302, 302.1, 302.2, 303.3, 303.4, 303.5, 303.8, 304.8, 308.2, 308.3, 308.4, 308.5, 308.6, 308.6.1, 308.6.2, 308.6.3, 308.6.4, 308.6.5, 308.7, 308.8.1, 308.8.2, 308.8.3, 308.8.4

### **POLICY:**

ACPE students and all the persons with whom they work with will be treated with consideration, dignity, and respect.

1. **An ACPE student has a right to expect that the Jewish Theological Seminary ACPE Program shall:**
  - A. Provide student support services, including a complete orientation process, a process for educational guidance and recommendation for counseling resources, resume preparation and employment search.
  - B. Provide financial, human and physical resources sufficient to support the units of CPE offered by JTS.
  - C. Provide a Student Handbook containing all program policies.
  - D. Provide supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.
  - E. Provide ongoing individual and group supervision and program management by a certified ACPE Supervisor, Associate Supervisor or a Supervisory Education Student, under the supervision of a certified ACPE Supervisor.
  - F. Provide a peer group of at least three CPE (level I/II) students engaged in a small group process and committed to fulfilling the requirements of the educational program.
  - G. Provide an atmosphere of confidentiality for educational process.
  - H. Provide a curriculum designed to meet the educational goals of ACPE programs in general and this center in particular.
  - I. Develop a collaborative individualized contract for learning between the supervisor and each student for each unit of CPE.

- J. Provide a relational learning environment that fosters growth in pastoral formation, pastoral reflection and pastoral competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.
- K. Provide an instructional plan that employs a process model of education and clinical method of learning including: delineation and use of students' goals, a core curriculum appropriate to the CPE setting, a clearly written syllabus, evidence of congruence between program goals and the mission of the institution and program evaluation by the students.
- L. Provide presentation and use of literature and instruction appropriate to the students' learning goals and needs.
- M. Provide an opportunity for students to make written reply to a supervisor's evaluation.
- N. Utilize adjunct faculty and/or guest lecturers who provide interdisciplinary consultation and teaching.
- O. Register each completed unit of ACPE with the ACPE National office. JTS will maintain a file of each student's face sheet and final evaluations for a minimum of ten years.
- P. Provide all students the respect accorded by the code of ethics of the ACPE and in accord with the policies of The Jewish Theological Seminary.
- Q. Provide access to and use of the Complaint Procedure Process as specified by The Jewish Theological Seminary's ACPE program as well as the current *ACPE Standards*.
- R. Provide access to The Jewish Theological Seminary's library and other educational facilities.

**2. An ACPE student has the right to supervision by an ACPE supervisor who:**

- A. Abides by the ACPE standards and code of ethical conduct.
- B. Does not discriminate against students regardless of race, religion, age, gender, national origin, sexual orientation or special needs.
- C. Does not disparage colleagues or students to others.
- D. Respects the student's integrity and protects the student's welfare and safeguards information about the student obtained in the course of ACPE.
- E. Acts in accordance with the laws governing the rights of privacy and confidential information and will not release any written assignments or final evaluations without the student's written permission.
- F. Clarifies at the beginning of the program who will read the applications, verbatims, learning contracts, final evaluations and other written work.
- G. Maintains the supervisory relationship on a professional basis and protects the student from exploitation by the institution and ACPE program, in terms of workload and time commitment.
- H. Is sensitive to and respects the religious convictions of the student and refrains from imposing the supervisor's theology on the student.

- I. Relates to, cooperates and consults with other professional persons in the institution and community.
- J. Is cognizant of the professional development needs of the student.
- K. Provides a written final evaluation for each unit of ACPE within 45 days of completion of the unit. (To extend this deadline in rare unusual circumstances, the supervisor may negotiate with the student and receive approval from the regional accreditation chair to extend this deadline. The supervisor's evaluation will document this process, and such extensions must be reported on the next annual report.) Supervisor's assessment reflects professional judgment about student's work, abilities, strengths, weaknesses. The evaluation will certify completion of a unit or half unit of CPE (Level I/II) or Supervisory CPE. Student may attach a written response to the supervisor's evaluation, which then becomes part of the student's record.

### **3. An ACPE Student shall be responsible to:**

- A. Respect patients' right to safety, integrity, and well-being.
- B. Respect the personal and professional integrity of The Jewish Theological Seminary's staff and any other partner institution's staff.
- C. Respect the right to confidentiality of all patients, their loved ones, colleagues, and peers.
- D. Respect the integrity of all persons' race, religion, national origin, age, sexual orientation, gender, and disability.
- E. Conduct one's self in a professional manner at all times within the ACPE program.
- F. Develop a written contract for learning with the ACPE supervisor that is consistent with the Objectives of ACPE and the Outcomes for the level of ACPE in which he or she is participating, as stated in the Standards of the Association for Clinical Pastoral Education.
- G. Contribute to an atmosphere of open inquiry in which all ideas and behaviors are open to exploration and feedback in the group and in individual supervisory settings.
- H. Be open to pursuing the Objectives of ACPE and the curriculum outcomes, as listed in The Standards of the Association for Clinical Pastoral Education, in good faith as a condition for continuing in the program.
- I. Abide by relevant policies and procedures of The Jewish Theological Seminary.
- J. Submit verbatim reports, and other written materials as required by the ACPE Supervisor on time. All work is to be done exclusively by the student.
- K. Arrive on time and participate in all parts of the program unless excused by the supervisor prior to any absence.
- L. Maintain high ethical standards in regard to plagiarism and falsification of any written document.
- M. Have one hour of individual supervision with his or her supervisor each week (Full-time students) or every two to three weeks (Extended Students).
- N. When applicable: Participate in the emergency on-call schedule, which may include some evenings and weekend days.
- O. When applicable: Participate in scheduled worship services at a level which is appropriate

- to the student's faith tradition.
- P. Fulfill clinical requirements for patient-care.
  - Q. Complete reading and writing assignments outside of clinical time.
  - R. Give any monetary contributions to the ACPE Supervisor, as well as the name and address of the donor, in order that The Jewish Theological Seminary may send an acknowledgment and a receipt.
  - S. Make all tuition payments in accord with the Tuition Policy (stated above.)
  - T. Dress in a neat, well-groomed, professional manner (no jeans or sneakers).
  - U. Present materials during assigned presentation slots. If a student is unable to present during a scheduled time, it is his or her responsibility to trade time slots or to have someone else fill in.
  - V. Miss no more than two class sessions during the unit. It is understandable that because of emergency or illness, a student may need to be excused from class. Students may accrue no more than two excused absences during the course of the unit, and no unexcused absences. Extreme tardiness will count as part of this time as well.

#### **4. Infractions of an ACPE Students Rights and Responsibilities:**

- A. Any infraction of the student's responsibilities may lead to disciplinary action, as outlined in the Discipline, Dismissal and Withdrawal Policy.
- B. If a student feels that his or her rights have been infringed a complaint may be filed according to the Complaint Procedure Policy.
- C. Both policies are contained in this section of the Student Handbook.

## **PERSONAL APPEARANCE**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To assure that CPE students will maintain appropriate professional appearance at all times when they are on the premises of the clinical sites.

**ACPE STANDARDS 2010 ADDRESSED:** 304.9

### **POLICY:**

Because of clinical sites' varying needs and services, different clinical sites may establish individual standards. However, cleanliness, safety and professional appearance must be consistently applied. Apparel should be in keeping with the professional atmosphere of the respective clinical site and appropriate to the department and/or work of the wearer. Dress should not detract from or inhibit doing the work or be a distraction to the customer served.

### **PROCEDURE:**

1. Apparel should be clean, pressed, properly sized and in good repair and should not be provocative or revealing. The following items are considered inappropriate dress in all areas: tank tops, sweatpants, wind suits, jeans, shorts, leggings with shirt top, casual wear shirts or very short skirts, low cut tops, short cropped tops; dangling or hoop jewelry and excessive numbers of finger rings or earrings; facial jewelry; excessive long fingernails. In addition, the following are inappropriate in patient care areas: sleeveless apparel, shoes which do not cover the feet (open toe shoes)
2. Footwear (shoes and socks/stockings) are to be worn, are to be well-kept and should not contribute to accident/injury.
3. Strong perfumes, aftershave lotions, hand/body lotions, or strongly scented hair products should not be worn in patient care areas.
4. Hair should be clean and should be controlled so that it will not come in contact with patients during care. Makeup should be natural and conservative. "Extreme" appearances should be avoided.
5. Apparel including badges, signs or buttons should not include statements advertising commercial products or expressing political, controversial or divisive viewpoints.
6. All interns must wear the identification badge of their clinical site prominently displayed while on the premises. Care must be taken to insure that names and departments are easily viewed. No stickers are to be placed on the ID badge.

## **COMPLETION OF UNIT**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To ensure that students enrolled in The Jewish Theological Seminary ACPE program will be able to complete the unit of training in the event that the ACPE Supervisor is unable to continue during the course of a unit or in the event of substantial change within the Center for Pastoral Education or JTS.

**ACPE STANDARDS 2010 ADDRESSED:** 301, 301.3, 304.10

### **POLICY:**

The Jewish Theological Seminary will make every effort to provide ACPE students supervision by a certified ACPE Supervisor or Associate Supervisor in the event that the original supervisor is unable to finish a unit of training or if there is substantial change within the Center for Pastoral Education or JTS.

### **PROCEDURE:**

1. If the ACPE certified Supervisor is no longer able to function or leaves the employ of The Jewish Theological Seminary, the Dean of the Division of Religious Leadership shall contact the ACPE Eastern Region Director.
2. In accordance with ACPE Standards, the Regional Director will provide The Jewish Theological Seminary with the names of any certified ACPE Supervisor who might be available as an interim Supervisor.
3. The Jewish Theological Seminary will negotiate and contract with the potential certified ACPE Supervisor or Associate Supervisor to complete the unit of training and provide written final evaluations for all participants.
4. In the event that the Center for Pastoral Education is no longer able to offer CPE, the ACPE Supervisor and/or the Dean of the Division of Religious Leadership will make every effort to find a suitable placement for students to complete their current unit of CPE.

## **PASTORAL EDUCATION ADVISORY COMMITTEE POLICY**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To ensure that a Pastoral Education Advisory Committee will participate in the maintenance, growth and on-going quality improvement of The Jewish Theological Seminary's ACPE program, the Center for Pastoral Education and the Division of Religious Leadership.

**ACPE STANDARDS 2010 ADDRESSED:** 305, 305.1, 305.2, 308.10

### **POLICY:**

The Pastoral Education Advisory Committee will meet regularly to support, assess and evaluate the ACPE program in order to promote continuous quality improvement. The committee will offer consultation and make recommendations for the ACPE program, the Center for Pastoral Education and the Division of Religious Leadership. It will also support the continued integration of ACPE and Pastoral Care into the mission and work of The Jewish Theological Seminary.

### **PROCEDURE:**

1. The Dean of the Division of Religious Leadership, in consultation with the ACPE Supervisor, shall annually appoint the Pastoral Education Advisory Committee.
2. The Pastoral Education Advisory Committee will meet at least quarterly in order to support, maintain, and improve the work and ministry of the ACPE program within JTS and at the clinical placements . It will also support the on-going integration of the ACPE program into the mission of JTS, the Center for Pastoral Education and the Division of Religious Leadership. During re-accreditation and/or accreditation review activities, the committee will meet for the preparation and review of materials as well as any site visits or reviews that may occur.
3. Select Advisory Committee members will also serve as mentors and contact persons for ACPE students, and may also serve as adjunct faculty in the ACPE program. Advisory Committee members will meet with students during their orientation period and will also attend the graduation ceremonies at the end of the ACPE units.
4. Advisory Committee members will serve as interviewers for the ACPE program exit interviews. The entire committee will review the results of the exit interviews.
5. The Advisory Committee will also provide on-going program evaluation. Sub-committees will be formed on an as needed basis to review the program structure,

policies and procedures and curriculum and resources. Sub-committees will also review the ACPE participant response forms and alumni questionnaires and will make necessary recommendations for improvement.

6. The Advisory Committee will monitor records of student enrollment and withdrawal/ dismissal rates to ensure that over a ten year accreditation period, 75% of students entering units of CPE (Level I/Level II) or Supervisory CPE receive CPE credit for those units.
7. Minutes of each meeting will be taken and circulated to each member of the committee.
8. The Advisory Committee may offer consultation for the ACPE Supervisor, the Director of the Center for Pastoral Education or the Dean of the Division of Religious Leadership on any needed or requested issues.
9. The Advisory Committee will recommend and support the use of outside consultation as needed and requested by the ACPE Supervisor, the Director of the Center for Pastoral Education or the Dean of the Division of Religious Leadership in consultation with administration, to the extent feasible

## **ADMINISTRATIVE SUPPORT OF ACPE PROGRAM**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To ensure that students enrolled in The Jewish Theological Seminary ACPE program will have a quality program accredited by ACPE which contains the financial, human and physical resources sufficient to support Level I, Level II and Supervisory CPE and that this program will comply with all ACPE Standards.

**ACPE STANDARDS 2010 ADDRESSED:** 301.2, 302, 302.1, 303.1, 303.6, 304.11

### **POLICY:**

The Jewish Theological Seminary will make every effort to provide the financial, human and physical resources necessary for students to have a high quality educational experience for the students in the ACPE program. The ACPE program will comply with all ACPE Standards.

### **PROCEDURE:**

The administration of The Jewish Theological Seminary affirms the value of the ACPE program and shall provide the components necessary to run a high quality program, including:

1. A certified ACPE Supervisor or ACPE Associate Supervisor, with full employee benefits, who provides supervision and program management.
2. A faculty of sufficient size to fulfill program goals and comprised of persons authorized by ACPE:
  - A. An Associate CPE Supervisor or CPE Supervisor may be the supervisor for no more than 13 full-time equivalent (FTE) students in CPE (Level I/ Level II).
  - B. A Supervisory Candidate may be the supervisor for no more than 6 CPE (Level I/ Level II) students. (FTE does not apply to students of Supervisory Candidates).
  - C. In supervisory education, a center's faculty should include at least one ACPE Supervisor for every 4 FTE Supervisory Education Students or Supervisory Candidates.
3. The faculty development plan includes at least 50 hours of continuing education annually.
4. Adequate resources to comply with all ACPE Standards.
5. An adequate budget to maintain the program.
6. Access to educational facilities adequate to meet the ACPE Standards, including appropriate spaces for the educational seminars, individual supervision and the ACPE Supervisor's office.
7. Adequate administrative support services, including secretarial support.

## **ACCOUNTABLE ADVERTISING**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### **PURPOSE:**

To assure that all advertising for the Center for Pastoral Education's services and educational programs be accurate and adequately advertise the Center's accreditation through ACPE.

**ACPE STANDARDS 2010 ADDRESSED:** 306

### **POLICY:**

All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications that advertise the Center for Pastoral Education's programs shall include the type(s) and level(s) of education offered and the ACPE mailing address, telephone number and website address.

### **PROCEDURE:**

1. The staff at the Center for Pastoral Education will collaborate with The Jewish Theological Seminary's Department of Communications and its Office of Academic Affairs in preparing all advertising, catalogs, publications, recruiting, and academic calendars to assure the accuracy of all materials.
2. All publications that advertise the Center for Pastoral Education's programs shall include the type(s) and level(s) of education offered and the ACPE mailing address, telephone number and website address.
3. All publications will be reviewed by the ACPE Supervisor prior to publication.

## **COMPLAINT RESOLUTION**

Policy Date: August 10, 2010; Provost's Sign Off: \_\_\_\_

### **PURPOSE:**

The purpose of this policy is to ensure ACPE students' rights to due process by providing a mechanism for the handling of complaints or appeals, including complaints involving an alleged violation of the ethical criteria established by the ACPE Code of Ethics (Standard 100). Students shall receive a written copy of this policy and procedure at the time of the unit orientation. Implementation of this policy is the responsibility of the ACPE Supervisor, the Dean of the Division of Religious Leadership and the Pastoral Education Advisory Committee.

**ACPE STANDARDS 2010 ADDRESSED:** 304.3

### **POLICY:**

The ACPE program at The Jewish Theological Seminary encourages persons to work out concerns or complaints face-to-face, and in a spirit of collegiality and mutual respect. Procedures for complaints should only be used if such communication does not resolve differences, and when the complainant or group of complainants desires to utilize the complaint procedure. Students have the right to bypass these procedures and go directly to the National ACPE complaint process if they determine that they need to do so.

It is the responsibility of all involved parties to complete each step of the Complaint Resolution Procedure within the time limits specified. Failure to do so on the part of the ACPE student will cancel the complaint. Failure to do so by The Jewish Theological Seminary will automatically move the procedure to the next level.

No ACPE student will be reprimanded for initiating the Complaint Resolution Procedure.

### **PROCEDURE:**

#### **I. Informal Procedure within The Jewish Theological Seminary ACPE Center**

- A. In the event of any grievance involving the ACPE program, the ACPE supervisor, or other staff, the student will directly inform his/her supervisor of the complaint. It is the responsibility of the student to inform his/her supervisor that a complaint is involved, and that the student is initiating the informal complaint procedure. Within two working days, the supervisor will schedule a meeting with the student to discuss the complaint and to attempt to resolve the issues involved. By mutual agreement, the student and supervisor may schedule an additional meeting, if necessary.
- B. Following this meeting, if the matter remains unresolved, the student and/or the ACPE supervisor may request to meet with the administrative supervisor of the ACPE supervisor, who is the Dean of the Division of Religious Leadership. The ACPE supervisor or the administrative supervisor may request that other staff attend

the meeting as well. The administrative supervisor will schedule a meeting to be held, if possible within two (2) working days, regarding the complaint. An additional meeting may be scheduled, if necessary. After this stage, if the complaint is still unresolved, the student may initiate the “Formal Procedure Within The Jewish Theological Seminary” as outlined below.

## II. Formal Procedure Within The Jewish Theological Seminary ACPE Center.

- A. To initiate the formal complaint procedure within JTS, the student will present the complaint in writing, sent by mail or by fax, to the (1) ACPE supervisor, (2) the Director of Pastoral Care and Education at New York Presbyterian Hospital, (3) the Dean of the Division of Religious Leadership, (4) the Chair of the Pastoral Education Advisory Committee, (5) the Chair of the Pastoral Education Advisory Committee’s Grievance Sub-committee; and (6) a copy of the written complaint will also be sent to the Executive Director of ACPE, in accordance with ACPE Standards. The written complaint must include:
  1. A description of the occurrence/situation precipitating the complaint, specifying the date(s) and time(s) of all events.
  2. The names of all persons who, in the student’s opinion, are involved in, and the names of all persons who are witnesses to, the situation.
  3. A statement which provides the student’s suggested resolution of the complaint, including the student’s reasons for the suggestion(s).
- B. The ACPE supervisor and the Administrative supervisor will submit any relevant statements or documentation, including the results of any meeting held pursuant to I. above, to the Grievance Sub-committee chair within two (2) working days. The Grievance Sub-committee chairperson will respond within ten (10) working days, if possible, either in writing, by mail or by fax, or by meeting with the student(s) in an attempt to create a satisfactory resolution of the complaint. If the Grievance Sub-committee chairperson is unable to do this, a representative designated by the chairperson will perform this function.
- C. If the complaint does not reach satisfactory resolution, the student may proceed to the next level of the formal complaint procedure within The Jewish Theological Seminary by notifying the Grievance Sub-committee chairperson (or designated representative). The student must make this request in writing, by mail or by fax, within ten (10) days after the meeting with the Grievance Sub-committee chairperson or representative, or within ten (10) days after receiving the initial written response of that person.
- D. The Grievance Sub-committee chairperson, in consultation with the Pastoral Education Advisory Committee chairperson will appoint and convene the Grievance Sub-committee, which will consist of five (5) members to meet within ten (10) working days of receipt of the request. The sub-group shall consist of the following

persons: the Grievance Sub-committee chairperson (or designated representative), the Dean of the Division of Religious Leadership, the Director of Pastoral Care and Education at New York-Presbyterian Hospital, and two other Pastoral Education Advisory Committee members who are not Department of Professional and Pastoral Skills faculty, at least one of whom will have had multiple units of CPE. The complainant may request that a particular member of the Pastoral Education Advisory Committee be appointed to the Grievance Sub-committee. The chair will make every attempt to honor the student's request. The ACPE supervisor will participate on the Grievance Sub-committee in a consultative role, as appropriate, and as such, has no vote. Appropriateness of his or her participation will be decided by the Grievance Sub-committee chair or designated representative.

- E. The Grievance Sub-committee may decide to make decisions based upon the written documents available or by convening a meeting with the complainant(s) and anyone else involved in the complaint. The sub-committee shall process the complaint within sixty (60) calendar days of receiving the complaint.
- F. The conclusions of the Grievance Sub-committee will be filed in writing, with copies given to the complainant(s), the ACPE Supervisor, the Administrative supervisor, and the ACPE Executive Director. In that statement, the Grievance Sub-committee will address:
  - 1. Whether the persons involved have made adequate efforts to resolve the complaint.
  - 2. Whether the complaint has merit or is without merit.
  - 3. Whether the complaint involves a violation of ACPE Standards.

Based upon its findings the Grievance Sub-committee may:

- 1. Recommend redress which it determines appropriate.
- 2. Recommend that no redress is appropriate.
- 3. Recommend that the relief sought is beyond the power of The Jewish Theological Seminary ACPE program to grant.
- 4. Recommend that the complaint falls within the jurisdiction of the Association for Clinical Pastoral Education.

### III. Formal Procedure Outside The Jewish Theological Seminary ACPE Center

- A. If the complaint remains unresolved after going through the informal and formal complaint procedures within The Jewish Theological Seminary, the student may then choose to register a complaint at the national level of ACPE.
- B. Procedures for the filing of such complaints may be found in the 2010 ACPE Processing Complaints of Ethics Code Violations in the ACPE Manual. Additional relevant information may also be found in Section 200 of the current ACPE Standards. Copies of the current ACPE Standards, Commission Manuals and the

Professional Ethics Manual may be found in the office of Center for Pastoral Education of The Jewish Theological Seminary and can also be found on the ACPE web site at [www.ACPE.edu](http://www.ACPE.edu).

**TIME LIMITS:**

Complaints must be filed within six (6) months of the occasion causing the complaint, or within six (6) months of the conclusion of the Clinical Pastoral Education experience at The Jewish Theological Seminary. The time limit for a complaint alleging that sexual exploitation, as defined by the ACPE Standards, occurred is ten (10) years. 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 emergence of the complaint. This time provision addresses only the internal grievance mechanism for ACPE students. The Statute of Limitations as prescribed by New York law, even if different from those time frames established by this internal policy, shall govern the filing of criminal and civil complaints.

**KEY PERSONNEL:**

As of May, 2010 the following persons held the named positions:

<p>ACPE Supervisor          Rabbi Mychal B. Springer          Director, Center for Pastoral Education          The Jewish Theological Seminary (JTS)          Phone: (212) 678-8815          Fax: (212) 678-8949          Email: <a href="mailto:myspringer@jtsa.edu">myspringer@jtsa.edu</a></p>	<p>Executive Director, ACPE:          The Rev. Teresa E. Snorton          ACPE, Inc          1549 Clairmont Road, Suite 103          Decatur, GA 30033          Fax: (404) 320-0849          Email: <a href="mailto:teresa@ACPE.edu">teresa@ACPE.edu</a></p>
<p>Chair of the Pastoral Education Advisory          Committee and Dean of the Division of          Religious Leadership, JTS:          Rabbi Daniel Nevins          Phone: (212) 678-8097          Fax: (212) 678-8949          Email: <a href="mailto:danevins@jtsa.edu">danevins@jtsa.edu</a></p>	<p>Chair of the ACPE Professional Ethics          Commission:          The Rev. <a href="mailto:johnweagraff@verizon.net">John Weagraff</a>, Jr.          25 Winnemay St          Natick, MA 01760-2846          Phone: (508) 616-2270  <a href="mailto:johnweagraff@verizon.net">johnweagraff@verizon.net</a></p>
<p>The Rev. Beth Glover          Corporate Director of Pastoral Care and Ed,          New York-Presbyterian Hospital          Phone: (212) 305-5959          Fax: (212) 305-5666          Email: <a href="mailto:beg9013@nyp.org">beg9013@nyp.org</a></p>	<p>Chair of the Pastoral Education Advisory          Committee's Grievance Sub-Committee:          Rabbi Justus Baird, Auburn Theol. Seminary          Director, Center for Multifaith Education          3041 Broadway, NY, NY 10027          Phone: (212) 662-4315          Fax: (212) 663-5214  <a href="mailto:jnb@auburnsem.org">jnb@auburnsem.org</a></p>

## COMPLAINTS AGAINST THE ACPE ACCREDITATION COMMISSION

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

### PURPOSE:

The purpose of this policy is to ensure that all allegations that the Accreditation Commission or its representatives have failed to follow its processes or misapplied the Standards will receive prompt, unbiased attention.

**ACPE STANDARDS 2010 ADDRESSED:** 303.7

### POLICY:

The Accreditation Commission (Commission) is committed to fair and impartial administration of the Education Standards (300's) (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. 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. This complaint process does not apply to charges relating to adverse accreditation action or citations for non-compliance. Those must follow the *Appeal of Adverse Accreditation Decision(s) ACPE Standard 320* process set forth in Appendix 9 of the *ACPE Accreditation Manual Revised 2010*.

### PROCEDURE:

#### I. General Information

- A. A **complaint** is a **grievance** presented in writing and signed, involving an alleged violation by the Commission or its representatives of the *ACPE Accreditation Standards(300's)* or Commission processes enumerated in the *ACPE Accreditation Manual 2010*. 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.
- B. The complaint must name the Commission, its representative(s) or staff. The person filing the complaint consents to this complaint process and gives permission for the disclosure to the Commission, its representatives, and the respondent of all information necessary to process the complaint.

#### II. Inquiries and Filing of Complaints

- A. Complaints, or inquiries about filing them, are directed to the Chair of the Accreditation Commission [Chair] at: *ACPE 1549 Clairmont Road, Suite 103, Decatur, GA 30033*. If the complaint is against the Chair, it should be sent to the same address in care of the Accreditation Staff (Staff). The complainant will be

supplied a copy of the *Education Complaint Response Form*, the *ACPE Accreditation Standards (300)* and the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* or the web address for each within a week of receipt of the inquiry.

- B. When the Chair or Staff receives a complaint it is sent to the respondent named in the complaint who will also be sent a copy of the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* and *Education Complaint Response Form*. The respondent has thirty (30) calendar days from the time of receiving the material to complete the response form and return it to the Chair or Staff.

### III. Initial Review

- A. Within a reasonable time of receiving the complaint and the respondent's response, the Chair (or Staff) will determine whether or not the Commission 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 or Commission process;
  - 2. The alleged violations occurred in a context and during a time the person/entity was subject to the Commission's processes or Standards, and
  - 3. The alleged violation falls within three months of the date of *filing* the complaint with the Chair (Staff), or two Commission members if either of the preceding is named and ineligible to participate. In unusual circumstances, at the discretion of the Chair with the Accreditation Staff, these limits may be extended.
- B. If jurisdiction is established, the Chair or Staff determines the direction the complaint will move. 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. The Chair (Staff) may suggest approaches to resolution.
  - 2. Offer a mediation opportunity if appropriate.
  - 3. Refer the complaint for investigation and review.
  - 4. The Chair (Staff) may implicate additional violations of standards or process not named by the complainant. The respondent will be informed of those additions at the time of the investigation in order to respond.
- C. Notification: As soon as reasonably possible the Chair (Staff) will send notification by certified mail to the complainant and respondent of the action to be taken. If there will be an investigation, the notification will include the specific allegations, the standards or process alleged violated and the name, address and phone number of the investigator(s).

IV. The Investigative Phase: When an investigation is warranted, the Chair (Staff) will appoint an investigator. The investigator must have training in processing complaints and be a former Commission member. The investigator will conduct the investigation according the processes set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* as adapted therein to the Commission.

#### V. The Case Review

- A. Three former members of the Commission who have been trained in reviewing complaints and have had no involvement in the investigation will be appointed by the Chair (Staff) as the designated case review body (Review). They receive the investigative report and take follow-up action as necessary recommending any enforcement action. The Accreditation Commission receives the Review's recommendations and takes final action. If the Accreditation Commission is itself the respondent, three former members of the Commission not involved in the case will receive the recommendations and take final action.
- B. The Review will follow the procedures set forth and adapted to the Commission in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
- C. After reviewing the evidence and deliberating, the Review body shall reach one of two decisions:
  - 1) No violation of Standards or process occurred.
  - 2) A violation of Standards or process did occur and the Commission will take follow-up action as necessary to rectify the violation and guard against future violations.
- D. When Review finds a violation did occur, it may recommend enforcement actions to the Commission which will follow-up, enact as appropriate. These may include further training of personnel and/or modification of practices to comply with the Commission's established accreditation procedures. The Commission will perform the notification and record-keeping functions designated in the *ACPE Accreditation Manual 2010*.
- E. The complainant, respondent and any other parties will be notified in writing of the decision and outcome.
- F. The decision is final and binding on the Commission and the Association for Clinical Pastoral Education, Inc.

**COMPLAINTS ALLEGING VIOLATIONS OF  
EDUCATION STANDARDS in EDUCATIONAL PROGRAMS**

Policy Date: May 6, 2010; Provost's Sign Off: \_\_\_\_\_

**PURPOSE:**

The purpose of this policy is to assure students that all complaints alleging violations of educational standards within accredited programs will receive prompt, unbiased attention.

**ACPE STANDARDS 2010 ADDRESSED:** 303.7

**POLICY:**

The Accreditation Commission of the Association for Clinical Pastoral Education (ACPE) takes seriously any complaint alleging violations of education standards within accredited programs. Such complaints should be directed promptly to the Chair of the Accreditation Commission. The Accreditation Chair, in consultation with the ACPE Accreditation Staff, will commence the Education Review Process (ERP) – outlined below and detailed in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.

**PROCEDURE:**

I. General Information

- A. A **complaint** is a **grievance** presented in writing and signed, involving an alleged violation of the education criteria established by the *ACPE Accreditation Standards 2010* (300's). The complaint must identify the specific standard(s) alleged 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 consents to the Commission complaint process and gives permission for the disclosure to the Commission, its representatives, and the respondent of all information necessary to process the complaint. In most instances, the complainant will be asked to submit an Accreditation *Education Complaint Form*.

II. Inquiries and Filing of Complaints

- A. Complaints, or inquiries about filing them, are directed to the Chair of the Accreditation Commission [Chair] at: *ACPE, 1549 Clairmont Road, Suite 103, Decatur, GA 30033*. If a complaint is not on an *Education Complaint Form*, the Chair will contact the complainant and request this be done if reasonably possible. The Chair will supply the complainant the form, a copy of the *ACPE Accreditation Standards (300)*, and the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* or the web address for each.

- B. When the Chair receives a complaint form, the Chair sends it to the respondent/program named in the complaint and to the Accreditation Staff. The respondent will also be sent a copy of the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* and *Education Complaint Response Form*. The respondent has thirty (30) calendar days from the time of receiving the complaint material to complete the response form and return it to the Chair.

### III. Initial Review

- A. Within a reasonable time of receiving the complaint and the respondent's response, the Chair with the Accreditation Staff will determine whether or not the Commission has jurisdiction over the persons, program and allegations. Jurisdiction requires that:
1. The respondent-individual-program is a member/program accredited by the Commission;
  2. The complaint alleges a violation which if it occurred would violate the Commission's education standards;
  3. The alleged violations occurred in a context and during a time the member's/program's conduct was subject to the Commission's standards,
  4. The alleged violation falls within twelve months of the date of *filing* the complaint with the Chair. In unusual circumstances, at the discretion of the Chair with the Accreditation Staff, these limits may be extended.
- B. If jurisdiction is established, the Chair with Accreditation Staff determines the direction the complaint will move. More than one option may be chosen:
1. Dismiss the complaint if no jurisdiction.
  2. 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. The Chair may suggest approaches to resolution.
  3. Offer a mediation opportunity if appropriate.
  4. Refer the complaint for investigation and review.
  5. The Chair may implicate additional violations of standards not named by the complainant. The respondent will be informed of those additions at the time of the investigation in order to respond.
- C. Notification: As soon as reasonably possible the Chair will send notification by certified mail to the complainant and respondent of the action to be taken. If there will be an investigation, the notification will include the specific allegations, the standards alleged violated and the name, address and phone number of the investigator(s).

IV. The Investigative Phase: When an investigation is warranted, the Chair and the Accreditation Staff will appoint an investigator. The investigator must have training in processing complaints

and be a former Commission member. The investigator will conduct the investigation according to the processes set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.

#### V. The Case Review

- A. A sub-committee of the Accreditation Commission is the designated case review body. The Committee Chair receives the investigative report and convenes the Committee to review the report, take follow-up action as necessary and recommend any enforcement action. The Accreditation Commission receives the Committee's enforcement recommendations and takes final action.
- B. The Committee Review will follow the procedures set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
- C. After reviewing the evidence and deliberating, the Committee shall reach one of two decisions:
  - 1) No violation of Education Standards occurred.
  - 2) A violation of the Education Standards did occur and the Committee will take follow-up action with the program as necessary to rectify the violation and guard against future violations.
- D. When Committee finds a violation did occur, it may recommend enforcement actions to the Accreditation Commission which will follow-up, enact as appropriate, and perform the notification and record-keeping functions designated in the *ACPE Accreditation Manual 2010*.

#### VI. Notification of Findings and Action for Case Review & Appeals Process

- A. The Committee Chair will notify the member/program and complainant of the action taken. The notification to both parties of the complaint will be sent by certified mail, return receipt requested, 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.
- 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 2010, p.6*.

#### VII. Appeals Process

- A. Appeals of Committee 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.
- B. The complainant may appeal the decision but not the follow-up actions or enforcement recommendations. The respondent may appeal either or both.
- C. The Appeals Process shall follow the procedures set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
- D. Grounds for appeal are limited to (a) the party was refused reasonable opportunity to obtain and present evidence within the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*, (b) gross irregularity in the proceedings as established by these guidelines, either of which would have led to a substantially different outcome.
- E. If the appeal is not granted, the Committee follow-up actions and any Commission enforcement proceed.
- F. Appeal decisions by the Commission are final and binding on the Commission, ACPE and its members and programs.

## AGREEMENT FOR TRAINING (Student Copy)

CPE is conducted as an “education for ministry experience.” This document, and acceptance into The Jewish Theological Seminary ACPE program, authorizes you to visit people as a Chaplain Intern, to be informed of their situation (physically, spiritually, emotionally, psychologically, and sociologically) and to write materials that would be most beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor, Associate Supervisor, or Supervisor-in-Training. Material which you present in any context must have sufficient alteration of names so as to obviate identification. Confidentiality is basic to professionalism and any communication regarding persons outside the professional treatment or training circles is prohibited, except as required for the safety of persons served, their families or others. Breach of this standard of professional confidentiality is determined by the CPE program management and may result in your immediate termination.

Student's Initials:

The material submitted to your CPE supervisor concerning you and your ministry as a Chaplain Intern may be used in the supervisor’s learning process and/or in discussion with other supervisors with the understanding that these persons are part of a professional training circle. Your materials may also be used by your CPE 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 the professional training circle, the CPE Supervisor, unless full disclosure of the document is required by law, will attempt to sufficiently alter the material to obviate your being identified as the Chaplain Intern.

Student's Initials:

Your written evaluation and your supervisor’s written evaluation of each unit of your 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 experiences require a written release signed by you, unless (1) the evaluations are being used exclusively within the professional training circle or, (2) your Supervisor, unless full disclosure of the documents is required by law, will attempt to sufficiently alter the evaluation(s) to obviate your being identified as the Chaplain Intern.

Student's Initials:

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

Student's Initials:

You understand that each unit's tuition must be paid by the first day of each unit unless otherwise negotiated and agreed to, in writing, by the CPE Supervisor. Failure to pay the tuition in-full will result in dismissal from the unit and may result in your being denied admission to any future unit of CPE at The Jewish Theological Seminary.

Student's 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*, with the exception of Standard 105. In lieu of Standard 105, students will meet the responsibilities outlined in Students' Rights and Responsibilities, Section 3. A copy of the *ACPE Standards* containing the Code of Professional Ethics and Students' Rights and Responsibilities have been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally.

Student's Initials:

I agree to the video or audio taping of my individual or group sessions. They will be used for educational purposes only and will not be available to others without my written consent. I understand that I may request the termination of taping at any time. The tapes may be kept on file for a period of no longer than one (1) year and then will be destroyed.

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

Signature of Chaplain Intern

Date

Signature of CPE Supervisor

Date

AGREEMENT FOR TRAINING  
(ACPE Center Copy)

CPE is conducted as an “education for ministry experience.” This document, and acceptance into The Jewish Theological Seminary ACPE program, authorizes you to visit people as a Chaplain Intern, to be informed of their situation (physically, spiritually, emotionally, psychologically, and sociologically) and to write materials that would be most beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor, Associate Supervisor, or Supervisor-in-Training. Material which you present in any context must have sufficient alteration of names so as to obviate identification. Confidentiality is basic to professionalism and any communication regarding persons outside the professional treatment or training circles is prohibited, except as required for the safety of persons served, their families or others. Breach of this standard of professional confidentiality is determined by the CPE program management and may result in your immediate termination.

Student's Initials:

The material submitted to your CPE supervisor concerning you and your ministry as a Chaplain Intern may be used in the supervisor’s learning process and/or in discussion with other supervisors with the understanding that these persons are part of a professional training circle. Your materials may also be used by your CPE 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 the professional training circle, the CPE Supervisor, unless full disclosure of the document is required by law, will attempt to sufficiently alter the material to obviate your being identified as the Chaplain Intern.

Student's Initials:

Your written evaluation and your supervisor’s written evaluation of each unit of your 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 experiences require a written release signed by you, unless (1) the evaluations are being used exclusively within the professional training circle or, (2) your Supervisor, unless full disclosure of the documents is required by law, will attempt to sufficiently alter the evaluation(s) to obviate your being identified as the Chaplain Intern.

Student's Initials:

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

Student's Initials:

You understand that each unit's tuition must be paid by the first day of each unit unless otherwise negotiated and agreed to, in writing, by the CPE Supervisor. Failure to pay the tuition in-full will result in dismissal from the unit and may result in your being denied admission to any future unit of CPE at The Jewish Theological Seminary.

Student's 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*, with the exception of Standard 105. In lieu of Standard 105, students will meet the responsibilities outlined in Students' Rights and Responsibilities, Section 3. A copy of the *ACPE Standards* containing the Code of Professional Ethics and Students' Rights and Responsibilities have been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally.

Student's Initials:

I agree to the video or audio taping of my individual or group sessions. They will be used for educational purposes only and will not be available to others without my written consent. I understand that I may request the termination of taping at any time. The tapes may be kept on file for a period of no longer than one (1) year and then will be destroyed.

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

Signature of Chaplain Intern

Date

Signature of CPE Supervisor

Date