CLINICAL PASTORAL EDUCATION

STUDENT HANDBOOK

2009-2010

The Elizabeth M. Boggs Center on Developmental Disabilities
Department of Pediatrics
Robert Wood Johnson Medical School
University of Medicine and Dentistry of New Jersey

Accredited By
Association for Clinical Pastoral Education, Inc.
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This document as a whole is not to be considered a contract. It may be changed at any time without prior notice. There are specific contracts included which become valid only after being appropriately signed.
## Student Handbook

### Table of Contents

**I. Administration**

- Letter of Welcome ........................................ 4
- Mission Statement ........................................ 5
- History Rationale, and Objectives of CPE at The Boggs Center .......................... 6
- Tables of Organization .................................... 8
- ACPE Supervisor Resume(s) ................................. 9
- Professional Consultation Committee
  - Members .................................................. 13
  - Relationship with CPE Students ......................... 14

**II. Pastoral Context**

- Ministry Placements ........................................ 15
- Environment for Learning .................................. 18

**III. Educational Resources**

- Action/Reflection Learning ................................ 20
- Program Requirements ...................................... 21
- Objectives for A.C.P.E. Clinical Pastoral Education .................................. 22
- The Boggs Center CPE Curriculum .......................... 24
- Training Seminars in The Boggs Center CPE Program ................................... 35
- Adjunct Faculty and Presenters ............................. 39
- Orientation Process .......................................... 40
- Written Requirements ...................................... 41
- Learning Contract Guidelines .............................. 42
  - Expected Outcomes of Level I CPE ......................... 43
  - Outcomes for Level II CPE ................................. 44
  - Suggested Learning Contract Format ...................... 45
  - Learning Contract Worksheet ............................. 46
  - The PATH Process ......................................... 47
- Verbatim, Significant Pastoral Event and Case Study Outlines ......................... 48
- Evaluations .................................................. 54
- Pastoral Statistics ......................................... 57
- Multidisciplinary Resources ............................... 58
- Library, Multimedia, and Support Resources .................... 60
- Supervisory Education at The Boggs Center .................. 62
APPENDIX

A. POLICIES

Student Information ii
Admissions Policy (304.1) iii
Financial Policy (304.2) vi
Procedure for Complaints (304.3) viii
Student Records (304.4) xiii
Guidelines for Agency Mentors and Consultation Committees (304.5) xv
Consultation on the Student’s Learning Goals, Process and Focus (304.5) xvii
Procedure for Discipline, Dismissal and Withdrawal (304.6) xviii
Ethical Conduct (304.7) xxi
Student Rights and Responsibilities (304.8) xxii
Agreement for Training (304.9) xxv
Completion of Unit in Absence of Supervisor or Minimum Group (304.10) xxxiii

B. ACPE STANDARDS AND CODE OF PROFESSIONAL ETHICS

ACPE – Standard 100
UMDNJ – University Policy on Student Rights, Responsibilities, and Disciplinary Procedures

C. SUPERVISORY EDUCATION CURRICULUM

D. ADMINISTRATIVE FORMS

Sample Letter of Agreement with Placement Agency
Photo Release Form
Pastoral Statistics Form
2009-2010 Schedule
Welcome to The Boggs Center

It is our pleasure to welcome you to the Clinical Pastoral Education Program coordinated by The Elizabeth M. Boggs Center on Developmental Disabilities. As one of over fifty University Centers of Excellence (UCE) in Developmental Disabilities around the country (at least one in every state), we are a division of the Department of Pediatrics of the Robert Wood Johnson Medical School, one of the schools of the University of Medicine and Dentistry of New Jersey. While that is our base, we work closely with the New Jersey Division of Developmental Disabilities and a wide variety of other public and private agencies in New Jersey.

That is where you come in. In addition to being part of the core mission of UCE’s to do pre-service training, continuing education, community training and technical assistance, and research, you will also be involved in our efforts to work collaboratively with professionals, people with developmental disabilities, their families, and community organizations around the state to enhance the supports and contribution of people with disabilities in New Jersey communities. We believe that spiritual supports, and the role of clergy and congregations of all faiths, are part of the foundation of community integration and inclusion.

Our Clinical Pastoral Education program is unique in a number of ways. We are the first UCE (formerly called “UAP’s, i.e., University Affiliated Programs) in the country with a CPE program. Your pastoral placements are within agencies and communities around the state rather than a single site, with a focus on building pastoral, congregational, and community supports. The Boggs Center has a dedicated staff that work statewide in collaboration with provider agencies, advocacy groups, self-advocates, and other health and educational systems. We believe that this area of ministry meets spiritual needs that have often been neglected, while also providing a rich opportunity for education about the essence of pastoral care in the context of congregation and community. This is an exciting and challenging venture for us. We want it to be for you as well.

Thank you for your interest and enrollment in our program, and the gifts you bring to us and to people and agencies around New Jersey. I look forward to meeting and working with you.

Deborah M. Spitalnik, Ph.D., Executive Director
Professor of Pediatrics, Robert Wood Johnson Medical School, UMDNJ
Chair, CPE Professional Consultation Committee
MISSION STATEMENT

The Elizabeth M. Boggs Center on Developmental Disabilities, a University Center of Excellence in Developmental Disabilities, strives to honor uniqueness and individuality, and promotes the self-determination and full participation of people with disabilities and their families in all aspects of community life.

As a catalyst and resource, The Boggs Center, through partnerships and collaborations, builds capacity in organizations, systems, and communities in a culturally competent manner. The Boggs Center provides interdisciplinary preparation of students, community training and technical assistance, conducts research, and disseminates information and educational materials.

Revised: March 2002
**History, Rationale, and Objectives of Clinical Pastoral Education at The Boggs Center**

The mission of The Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ - Robert Wood Johnson Medical School (hereafter referred to as “The Boggs Center) is to strengthen the capacity of communities to increase the participation of people with disabilities in all aspects of community life. A major component in this effort involves providing interdisciplinary preservice preparation of students and fellows, community training and technical assistance, and the demonstration of exemplary community-based services and congregational supports.

In 1992, Rev. William Gaventa began a research and consulting role with The Boggs Center, and moved into a full time faculty position in early 1995. Part of Rev. Gaventa’s vision, supported by The Boggs Center leadership and other networks in New Jersey, was the establishment of The Boggs Center as a training site for seminarians and clergy in ministries with people with developmental disabilities and their families. Funding for some of the work in establishing The Boggs Center as a training, networking, and information center has also come from the New Jersey Developmental Disabilities Council. The Council has assisted through three successive grants, supporting projects such as a statewide survey of congregations, initiation of a Coalition for Inclusive Ministries and educational and training activities with clergy and congregations. A number of community provider agencies developed field education opportunities for seminarians, and discussed the option of developing a CPE program as a way of making the placements more attractive to both seminarians and clergy.

In March 1996, with the support of the Executive Director of The Boggs Center, Deborah M. Spitalnik, Ph.D., Rev. Gaventa developed a proposal for the establishment of a CPE program. The proposal was shared with The Boggs Center Consumer Advisory Council, and then with Dr. David Carver, Chair of the Department of Pediatrics of the Robert Wood Johnson Medical School. In July 1996, he pursued several grant sources for funds to begin the accreditation process and was awarded a $4,000 grant by the ACPE Endowment Fund in the fall of 1996 for that purpose. Meetings with a newly formed Professional Consultation Committee (P.C.C.) continued through the next several months. In March, 1997, The Rev. Dr. Richard Bennink, a certified CPE supervisor, was hired as a consultant to direct the accreditation process and participate in the feasibility study. Another grant was received in the spring of 1997 from the New Jersey Developmental Disabilities Council to assist with the accreditation process. In April 1997, a letter of intent was sent to the Executive Director of ACPE, Russell Davis, and the P.C.C. began to work in earnest.

The Accreditation Site Visit was held in the fall of 1997, and The Boggs Center was subsequently approved as a center with Candidacy for Accredited Membership by the national Accreditation Commission of A.C.P.E., Inc. Our first extended unit was held during the academic year, 1998-99 with five students, 99-00 with seven, 00-01 with six, and 01-02 had five. The Boggs Center continues to involve new placement sites in response to agency interest and student needs. The program was fully accredited for a ten period in the spring of 2003 and passed its five year review in 2008. The Boggs Center received provisional accreditation for Supervisory Education in 2008.
Nationally, there is only one accredited CPE program in a setting whose primary focus is rehabilitation and one in a residential institution serving people with mental retardation. We have the opportunity to create a unique setting through The Boggs Center for learning and service. The goal of a CPE program in a context which focuses on disabilities is to balance the learning of student with service for individuals and families. Expanding the action-reflection model of learning pastoral care skills and clarifying pastoral identity issues to include interaction with those persons in our society who have been considered disabled is very important. These pastoral care services provided would enhance the capacity of communities and congregations to include and support people with developmental disabilities and their families.

The specific service objectives of the CPE program at The Boggs Center are:

A. To work with providers and agencies in the assessment of spiritual needs, references, and choices for the people they serve, assistance in the provision of those services, and development of strategies for helping them work with community congregations to meet those needs.

B. To provide consultation, technical assistance, and training to clergy, congregations, families, and self-advocates on ways to include people with disabilities more fully in congregational and community life.

C. To assist institutional staff, parent associations, and community congregations on ways to enhance pastoral and spiritual supports for people and staff at developmental centers.

D. To consult with agencies and staff on ethical issues such as coping with death and dying, multicultural and religious differences, values, etc., and recruitment of other clergy and chaplains to provide supports in those areas.

E. To foster choice and self-determination for persons living with disabilities as part of a person centered planning process.

F. To provide a supervisory education program to train other supervisors with experience in the fields of Clinical Pastoral Education and developmental disabilities.

The educational objectives would follow those listed in ACPE Standards. Those Standards, including the ACPE Code of Ethics, are in the Appendix of this Student Manual. The ACPE Accreditation Manual and Appeals Manual are available in the library, the CPE cubicle, and Supervisor's office.
The Boggs Center
Table of Organization

The University Affiliated Program of New Jersey

** Core Function Coordinators
William C. Gaventa, Jr.
Resume

EDUCATION
• Stetson University, DeLand, Florida, B.A., Summa Cum Laude, 1969
• Union Theological Seminary, New York, N.Y., M.Div., 1972

POSTGRADUATE TRAINING
• Clinical Pastoral Education Internship, North Carolina
• Memorial Hospital, Chapel Hill, N.C. Chaplain Trainee at Division for Disorders of Development and Learning, University of North Carolina, 1973-74
• Supervisor in Training, Department of Religious Ministries, Yale-New Haven Hospital, New Haven, CT, 1991-92

PROFESSIONAL EXPERIENCE
1994 to Present
• Coordinator, Community and Congregational Supports, The Elizabeth M. Boggs Center on Developmental Disabilities, and Associate Professor, Pediatrics, Robert Wood Johnson Medical School, UMDNJ.

1992 to 1994
• Supervisor, Clinical Pastoral Education, Somerset Medical Center, Research Associate, The University Affiliated Program of New Jersey, UMDNJ-Robert Wood Johnson Medical School, Piscataway, NJ

1990 to 1992
• Coordinator, Family Support, Governor’s Council on Developmental Disabilities, Georgia

1987 to 1990
• Consultant, Pastoral Services and Respite Care Development, Georgia

1979 to 1987
• Chaplain/Coordinator of Religious Services, Monroe Developmental Center, Rochester, New York

1976 to 1979
• Protestant Chaplain, Newark Developmental Center, Newark, New York

1974 to 1975
• Chaplaincy Section Head, Division for Disorders of Development and Learning, University of North Carolina, Chapel Hill, N.C.

PUBLICATIONS (ABRIDGED)
PRESENTATIONS (ABRIDGED)

• Cornerstones and Sanctuaries: The Church’s Role in Assuring Community for Persons with Developmental Disabilities” at Conference on “Achieving True Community and Assuring Quality.” Bethesda Lutheran Home, Watertown, Wisconsin, Nov. 10, 1986
• “Relearning the Language of Community: Stories, Symbols, and Songs.” AAMR Religion Division Retreat, AAMR National Conference, Chicago, 1989
• “Pastoral and Congregational Supports at “That All May Be Welcome: Mental Retardation, Ethical, Theological, and Pastoral Issues”, sponsored by International Special Olympics in cooperation with Yale Divinity School. 1994

PROFESSIONAL OFFICES AND AFFILIATIONS

• American Association on Mental Retardation. President, Religion Division, 1983-85, Executive Secretary of the Division, 1985-present.
• Association for Clinical Pastoral Education, Supervisor, National Apostolate with Mentally Retarded Persons.
• Consultant, Task Force on Developmental Disabilities, National Council of Churches, 1984-present
• Board of Directors, National Federation of Interfaith Volunteer Caregiving. 1994-2002

FELLOWSHIPS AND AWARDS

• Outstanding Institutional Chaplain”, Biannual Award of the American Baptist churches in the U.S.A., 1981
• Bobby Dodd Award, Retarded Citizens/Atlanta, 1992
• Pool of Bethesda Award, Bethesda Lutheran Home and Services, 1992
• AAMR National Service Award, 1993
• AAMR Presidential Award, 2005
• Comiss Medal, 2007
Alice F. Walsh  
Resume

EDUCATION
- University of Cincinnati, OH: Assoc. in Applied Business, Summa Cum Laude, 1980
- Baldwin Wallace College, Berea, OH: BS, Psychology, Magna Cum Laude, 2002
- Theological School of Drew University, Madison, NJ: M.Div., Summa Cum Laude, 2006

POSTGRADUATE TRAINING:
- Supervisory Training – Clinical Pastoral Education
  The Elizabeth M. Boggs Center on Developmental Disabilities, NJ. 2008 – present.
- Clinical Pastoral Education – Residency
  Robert Wood Johnson University Hospital, New Brunswick, NJ. 2007-2008
- Clinical Pastoral Education – Internship(s)
  The Elizabeth M. Boggs Center on Developmental Disabilities, NJ. 2005-2007
- Interdisciplinary Traineeship in Developmental Disabilities
  The Elizabeth M. Boggs Center on Developmental Disabilities, NJ. 2006-2007

PROFESSIONAL POSITIONS:
2008-present
- Program Assistant, ACPE Supervisory Candidate
  The Elizabeth M. Boggs Center on Developmental Disabilities

2007-present
- Pastor for Congregational Care
  Chatham United Methodist Church, Greater NJ Annual Conference

2005-2007
- Pastor for Youth Ministries
  Green Village United Methodist Church, Greater NJ Annual Conference

LICENSURE:
- Licensed/Commissioned Elder, United Methodist Church, 2006
- Ecclesiastical Endorsement, Chaplain, United Methodist Endorsing Agency, 2008

CERTIFICATION:
- Supervisory Candidate, Association for Clinical Pastoral Education, March, 2009

PUBLICATIONS:

PRESENTATIONS:
- Plenary Speaker, “Disability & Faith: A Changing Family Landscape and the Role of Pastoral Care” (July 16, 2009) Penn Foundation’s summer CPE day, Sellersville, PA.
- Presenter, “Autism & Faith: A Journey into Community” (January 17, 2009) Gateway South District Day of Learning, United Methodist Church, Greater New Jersey Annual Conference.
- Co-Presenter, “Grief and Loss: Supporting Adults with Developmental Disabilities at the End of Life and Other Difficult Transitions” (October, 2008) The Elizabeth M. Boggs Center on Developmental Disabilities
• “Individuals with Autism and Faith Communities: Stories of Success and Resources to Empower.” Panel presentation at the COSAC Conference, Atlantic City. (May 2008)
• Guest Lecturer, Ministry in Non-Parish Settings, Theological School of Drew University (April 2008) Presentation on “Healthcare Chaplaincy”
• Guest Lecturer, Introduction to Pastoral Care, Theological School of Drew University (April 2007) Presentation on “Disability and Faith: A Changing Family Landscape and the Role of Pastoral Care”
• “Welcoming Members with Disabilities into Full Participation in the Life of the Church.” Workshop presentation at the Gateway North District Day of Learning, Greater NJ Annual Conference of the United Methodist Church. (March 2007)
• “Special Needs Inclusion in Religious Education.” Workshop presentation at the Religious Education Conference at Christ Church, Summit, NJ. (October 2006)
• “Inclusion and Support: one family’s experience in the spiritual development of their son who has a disability on the autism spectrum.” Presentation at an Interdenominational Inclusive Ministry Workshop sponsored by Bancroft NeuroHealth, NJ. (April 2006)
• Guest Lecturer, Introduction to Pastoral Care, Theological School of Drew University (April 2006) Presentation on “Disability and Faith: A Changing Family Landscape and the Role of Pastoral Care.”
• “Joy Again: Grief Conference(s)” in NH and OH. Co-leader at both conferences. (1998)

PROFESSIONAL ORGANIZATIONS AND COMMITTEES:
• Association for Clinical Pastoral Education, Inc – Clinical Member
• Autism Society of America – Family Membership

HONORS AND AWARDS:
• The James Fleming Scholarship, Theological School of Drew University, 2002-2006
• Theological School of Drew University, full tuition merit scholarship, 2002-2006
• Baldwin Wallace College, Phenomenal Woman Award, 2002
• The Dr. Ernest Knautz Award in Religion, Baldwin Wallace College, 2002
• The Rev. James A. Scott Pre-Theology Scholarship, Baldwin Wallace College, 2002
• Pi Gamma Mu International Honor Society in Social Sciences, 2001
• Alpha Sigma Lambda Certificate of Merit, Excellent Academic Achievement, 2000-2001
• Psi Chi National Honor Society, 2000
• The U. S. Achievement Academy’s All-American Collegiate Scholar Award, 2000
PROFESSIONAL CONSULTATION COMMITTEE
Clinical Pastoral Education Program
The Boggs Center

Chairperson
Deborah M. Spitalnik, Ph.D.
Executive Director, The Boggs Center
Professor of Clinical Pediatrics
The Rev. Judy Broeker
First Reformed Church
Ridgewood, NJ 07450
Kimberly Friend, MSW
Department of Human Services
Office of Legal, Regulatory & Guardianship Services
Trenton, NJ 08625
Will Ashley, D.Min.
Director of Supervised Ministries
New Brunswick Theological Seminary
Pat Gerke
Consultant/Trainer
Cream Ridge, NJ
Dr. Sandra Pinkerton
Educational Consultant
Boggs Center Consumer Advisory Board
Rabbi Evan Jaffe
Flemington Jewish Center
Flemington, NJ 08822
Virginia Samuels
Interim Dean of Students
Drew University
Catherine Cook-Davis
Princeton Theological Seminary
Rev. Rosemarie Newberry
Alumnus of CPE Program
Hazeline Pilgrim
Parent and Boggs Center Consumer Advisory Committee

Placement Agency Mentors
Fran Curley
Allies, Inc.
Kellie Woodruff
The Arc of Hunterdon County
Anita Ball
The Arc of Middlesex County
Sr. Krista Mote
Bancroft Neurohealth, Inc.
Susan Dorward
Eastern Christian Children’s Retreat
Cathy Amour & Minniyah Bilal Shakir
Greenbrook Developmental Center
Mary Mamrak
Kessler Rehabilitation Center, Inc.
John Garrity & Valerie Marcketta
Matheny Medical and Educational Center, Inc.
Marilyn Schneider
The WAE Center

Ex Officio
William Gaventa, M.Div.
ACPE Supervisor
Alice F. Walsh, M.Div.
ACPE Supervisory Candidate

(Listing Date: August 2009)
The C.P.E. Professional Consultation Committee

The primary responsibility of the Professional Consultation Committee (PCC) is to advise and assist The Boggs Center in the development, accreditation, and coordination of a CPE program that fully complies with ACPE Standards while providing a continually improving education, training, and ministry experience to its participating students and collaborating placement agencies. The PCC has been responsible for assisting The Boggs Center in the development of candidacy status for the CPE program and will assist with its accreditation as a fully accredited educational program in ACPE.

During the course of each unit, students may interact with the Professional Consultation Committee in the following ways:

1. A representative from each placement agency serves on the Committee. It may or may not be the same person as the on-site mentor, but that representative is a link for the students in their assigned agency. Those representatives may be part of the interviewing and placement process with a given agency.

2. Members of the committee will be involved in interviews for students in a full-time, residency program. No student will be assigned to any agency without consultation and collaboration with that agency or organization.

3. At the beginning of the unit, the Professional Consultation Committee will be invited to a luncheon or another gathering to meet the students.

4. Members of the Professional Consultation Committee may be asked to serve as leaders of didactic sessions with the students, and the PCC may participate in a day of training with the students.

5. CPE students will also have contact with The Boggs Center staff members of the PCC.

6. The Professional Consultation Committee will be invited to a luncheon or ceremony closing each program, with a meeting on the same day in which students will have the opportunity to evaluate their experience in a group interview with members of the Professional Consultation Committee.

7. The Agency Mentors on the Professional Consultation Committee also have responsibility for providing written feedback to the supervisor on the student assigned to their agency.
Ministry Placements

The Boggs Center is part of a nationwide network of University Centers of Excellence in Developmental Disabilities, the Association of University Centers on Disabilities. (AUCD) The mission of each UCE is to provide pre-service training, continuing and community education, technical assistance, and research in the area of developmental disabilities. University Centers of Excellence are an integral part of universities and/or medical schools where they address undergraduate, graduate and continuing education.

The Boggs Center, like many around the country, does not offer clinical services to people with disabilities. Thus, placement and field sites for The Boggs Center trainees and the CPE students will be with agencies and organizations around the state that provide direct services and supports to people with developmental disabilities and their families. In New Jersey, most of these are private agencies funded, in large part, by contracts with the Division of Developmental Disabilities. There are over one hundred agencies in New Jersey serving people with developmental disabilities and their families.

The CPE program at The Boggs Center will be done in collaboration and partnership with those agencies interested in integrating pastoral services and supports with the services they provide. Their clientele could be people with mental retardation, cerebral palsy, autism, physical disabilities, or possibly combinations of these, their families, staff who serve and support them, and community members and organizations. Part of the promise and challenge of the placements of CPE students in these agencies is that they will, in most cases, be the only person identified as pastor or chaplain, and, secondly, that a major component of their work could be in assisting the integration and inclusion of people with disabilities in the community, including faith communities. Within the placements, areas of ministry can include visitation and counseling, pastoral intervention during periods of life transitions, staff training, participation in interdisciplinary teams, collaboration with agency staff and community clergy, community education, preaching and worship, leadership of religious education, volunteer training, and pastoral care in times of health or support crisis.

Agencies which serve as placement sites have a signed “Interagency Agreement” with The Boggs Center and UMDNJ. Those agencies will delineate potential areas of responsibility for the student. The Inter-agency Agreement includes a fee to The Boggs Center to support the supervision and coordination of the CPE program. In addition to the agency responsibility for funding, each agency will appoint a placement mentor to be the primary onsite consultant for the work of the student. The onsite mentor will serve as chair of an agency-based Consultation Committee, which will assist the student in development of a plan for orientation, reflection, support, and mutual feedback between agency and student. Agency placements in the program will likely vary from year to year depending on agency interest, student interest, and geography.

Potential placement sites are as follows:
Applicants for the CPE program and field education should coordinate any interviews at placement agencies with Bill Gaventa, CPE Program Supervisor at The Boggs Center, 732-235-9304 or a Supervisory Education Student. Applications for the CPE program come to the Boggs Center. Acceptance and placement is worked out in collaboration with the applicants and agencies. The current program is an Extended (part-time) unit running from mid September to early May of each year. Half units (approximately one semester) are possible, but priority is given to applicants for the full unit. A full time Summer Intensive unit is being developed. Applications for the fall of each new year will be reviewed on a first come, first serve basis. Applications should be made before April 15 of each year.

1. **Allies, Inc., 609-369-3293**
   Private, non-profit agency with a focus on services and supports for adults in many counties in New Jersey, supporting people through group homes, supported living, day programs and in-home sports. Headquarters is in Hamilton, N.J. CPE students have worked with them in Mercer County, Somerset/Middlesex, and in Monmouth/Ocean counties. Contact Fran Curley, Associate Director for New Initiatives.

2. **The Arc of Essex County, 973-535-1181**
   Private, non-profit agency serving Essex County, with services that include early intervention, preschool, school age, adult training, supported employment, recreation, and residential. The CPE student would work primarily with the 90+ residents in group homes and apartments and facilitation of involvement in local churches and synagogues. Contact: Al Ianacone, Assistant Executive Director.

3. **The Arc of Hunterdon County, 908-730-7827**
   A non-profit organization that provides supports for individuals with mental retardation and related disabilities and their families. Supports include community residences, employment, social-educational-recreational activities, respite for families, and advocacy. The CPE student will be first a resource to each of the residents and participants with a focus on spiritual and religious development. Opportunities for individual and group work, liaison with the religious community, crisis intervention and grief counseling, and participation in other agency initiatives. Contact: Kellie Woodruff.

4. **The Arc of Middlesex County, 732-247-8155**
   A non-profit organization that provides supports in a variety of settings in Middlesex County. There are opportunities for working with the people served by the Arc of Middlesex in group homes, day programs, and other settings, contacts with families and congregations, and a wide variety of options. Contact: Anita Ball

5. **Bancroft NeuroHealth, Inc., 856-429-0010**
   Based in Haddonfield, NJ, Bancroft is a private program serving adults, adolescents, and adults in a variety of residential, educational, and vocational settings. Pastoral placements are worked out in consultation with on-site mentors and a spirituality committee. They can include visitation, counseling, liaison with congregations, and others. Contact: Sr. Krista Mote.

   Based in Central New Jersey, Able, Inc. serves individuals with physical and mental disabilities with direct services of case management, respite care, personal assistants, accessibility services, community living, supported employment, and volunteer programs. The CPE student would assist individuals in identifying personal goals and objectives, recruit and match volunteers, locate opportunities in the community, and work with area congregations in making connections. Contact: Sharon Copeland, Executive Director.
6. **Green Brook Regional Center, 908-968-6000**

Green Brook Regional Center is a residential setting for approximately 100 people with developmental disabilities who are also elderly. There are a variety of social, recreational and other programs, with the site providing an opportunity to do individual spiritual care and work on program development. The student at this site needs to be able to lead Christian worship services. Contact: Miniimah Bilah Shakir and/or Cathy Amour.

7. **Joint Chaplaincy Committee/MetroWest Federation, 973-884-4800**

The Joint Chaplaincy Committee of the Metrowest Jewish Federation coordinates chaplaincy services for people in a variety of agencies linked to the Federation. The primary placement focus of the CPE student would be in relation to Jewish Developmental Disability Services and its WAE Center. Contact Marilyn Schneider, 973-325-1494.

8. **Kessler Institute for Rehabilitation, 973-731-3900**

Kessler is world-renowned rehabilitation institute based in West Orange dedicated to improving the health and quality of life of people with disabilities and injuries. A variety of programs in four settings focus on patient care, clinical research, and education. CPE students would be involved in visitation and counseling, spiritual assessments, development of religious services, connections with congregations, support of staff, families, and volunteers, and interdisciplinary committees. Contact: Mary Mamrak, Director of Recreation. There are also potential student placements at other Kessler locations, including Kessler North in Saddlebrook, New Jersey.

9. **Eastern Christian Children's Retreat, 201-848-8005**

Eastern Christian Children's Retreat is a residential facility serving adults and children living with mental and physical disabilities. Its mission is to ensure that every individual achieves his or her highest potential in a loving Christian environment. Based in Wycoff, 85 people live on the main campus, and the others in three group homes in surrounding communities. A CPE student would have a variety of educational opportunities available through ECCR, including leadership of services, visitation and counseling, bridgebuilding with area congregations, working jointly with the Friends to Friends Ministry at First Reformed Church in Ridgewood, and working in other ways with the chaplain. Contact: Jayne Press, Executive Director.

10. **Matheny Medical and Educational Center, Inc, 908-234-0011**

Originally founded in 1946 as a private residential treatment center for children disabled by cerebral palsy, Matheny has grown to include a wide variety of interdisciplinary programs and services for young people with disabilities. A member of the Social Work Department currently coordinates a limited program of spiritual activities. A CPE student would be utilized to develop the scope, frequency, and quality of religious programming while also being involved in counseling, spiritual assessment, and lifespan support. Contact: John Garrity, Director of Social Work, or Valerie Mareketta, CPE Program Mentor.

Other agencies which have served as Placement Sites in the past or who have expressed interest include New Lisbon Developmental Center, The Arc's of Union, Somerset, Bergen, Ocean, and Warren Counties. We have the potential for developing a placement near a student's community if an agency is interested.

Other agencies interested in serving as a placement site are encouraged to contact The Boggs Center CPE program. Additional placements in New Jersey can be developed by prospective students in collaboration with The Boggs Center. For more information and/or a CPE application, contact Rev. Bill Gaventa, The Boggs Center, P.O. Box 2688, New Brunswick, New Jersey 08903. Phone: (732) 235-9304. Email: bill.gaventa@umdnj.edu.
**Environment for Learning**

The CPE program at The Boggs Center draws upon a rich environment of learning based on the combined missions of a number of organizations which support the development and growth of people with disabilities and their families and their inclusion in community life.

First, the network of University Centers of Excellence is federally sanctioned by the Developmental Disabilities Act of Congress, and coordinated and partially funded by the Administration on Developmental Disabilities. The core values of the DD Act are to support the independence, productivity, integration, inclusion, and self-determination of people with developmental disabilities and their families. In the reauthorization of that Act in 1996, one of the major goals of act is also to support the development of cultural competence in the systems of services and supports for people with developmental disabilities and their families. University Centers of Excellence are to support this overall mission through their core functions of pre-service training, community (continuing) education and training, technical assistance, and research.

There are three federally funded agencies in each state which are authorized by the DD Act: a University Center of Excellence with a primary mission of training; a Developmental Disabilities Council, with a primary mission of advocacy and policy development; and a Protection and Advocacy Council, with a primary mission of legal protection and advocacy. The Boggs Center collaborates with the New Jersey Developmental Disabilities Council and the New Jersey Protection and Advocacy, Inc. on a number of projects, and representatives from each sit on governing boards and councils.

Second, The Boggs Center is housed within the Robert Wood Johnson Medical School of the University of Medicine and Dentistry of New Jersey. Some of the resources for learning within the Department of Pediatrics and the Robert Wood Johnson Medical School will be described in a later section, but this location places The Boggs Center within a much wider system dedicated to the education and training of a wide variety of human service professionals.

Third, the mission of The Boggs Center, as stated in its Core Grant Proposal in 2002, is as follows:

*The Elizabeth M. Boggs Center on Developmental Disabilities, a University Center of Excellence in Developmental Disabilities, strives to honor uniqueness and individuality, and promotes the self-determination and full participation of people with disabilities and their families in all aspects of community life.*

*As a catalyst and resource, The Boggs Center, through partnerships and collaborations, builds capacity in organizations, systems, and communities in a culturally competent manner. The Boggs Center provides interdisciplinary preparation of students, community training and technical assistance, conducts research, and disseminates information and educational materials.*
The Clinical Pastoral Education Program, with its core curriculum coordinated and supervised within The Boggs Center, but its clinical pastoral work within community-based agencies and facilities, is thus a prime example of training, professional preparation, and technical assistance that honors the uniqueness of each person, their families and supporters, and the communities and cultures in which they live.

Each agency and organization which collaborates with The Boggs Center by serving as a site for a clinical placement will be clearly informed of this mission and goals. As part of the contracting process with The Boggs Center, they will also be required to describe their own mission and values, and the opportunities they envision for student ministry and learning.

A.C.P.E. Standards require that a credited unit of Clinical Pastoral Education requires at least 400 hours of training, one hundred of which must be structured group and individual education. The Boggs Center CPE program requires approximately 450 total hours. A credited half-unit is also available, but preference is given to students who wish to take a full unit. A half unit must be at least 60 hours of structured group and individual activity, with a combined time of group activity and clinical practice amounting to at least 240 hours. A half unit at The Boggs Center would be either the first or second half of the unit, with 12 hours of placement time per week required in addition to structured group activities.

The Boggs Center is also committed to ongoing education and learning for its faculty and staff. Faculty and staff at The Boggs Center are able to participate in the Developmental Disabilities Lecture Series, professional associations, and other educational, training, and professional opportunities for learning and growth. As part of his faculty role, Rev. Gaventa is also a regular participant in the annual meetings of the Association of University Centers on Disabilities, an ongoing peer group of other Clinical Pastoral Education supervisors, regional and national meetings of the Association for Clinical Pastoral Education, Inc., and national meetings of the American Association on Intellectual and Developmental Disabilities. Rev. Bill Gaventa & Alice Walsh participate in the Eastern Pennsylvania Institute on Clinical Supervision (EPICS).
Action Reflection in A Learning Community

The Clinical Pastoral Education program at The Boggs Center utilizes the action/reflection learning process central to the clinical method of learning in CPE in a number of ways.

First, one of the basic tenets of any pre-service traineeship at The Boggs Center is that students are to be involved in hands-on, direct experience with people with disabilities and their families. That is a major component of each traineeship, and is also the highlight of the training done with all medical students who spend an evening with a family with a child with a developmental disability. It is reflected in the observational tools used in the traineeship in evaluating community programs and services, and in the commitment by The Boggs Center to include families and self advocates in training and technical assistance.

Second, in the Clinical Pastoral Education program, students will be serving as chaplains, pastors, and other roles in community-based agencies serving people with developmental disabilities and their families. The reflection will come in the following ways:

1. Feedback with the Onsite Mentor and Consultation Committee.
2. Individual supervision.
3. Written reflection through verbatims, stories, and incident reports, and reflection on them with supervisor and peers.
4. Reflection papers which give students opportunities to look at progress towards their own learning goals.
5. Reflection in worship and theological reflection seminars.
6. Learning in didactic seminars of many varieties, with opportunity to use that knowledge in their work, and their responsibility to shape didactic seminars which fit their learning needs after the initial part of the unit.

Third, the CPE students will have the opportunity to interact with interdisciplinary committees in their placement sites, and the opportunity to participate in other conferences and educational sessions sponsored by The Boggs Center. There are three key premises in our action reflection learning process:

1. Learning from one's own experience in action related to personal and professional goals comes through the use of reflection, feedback and acquiring of new information to shape future action.
2. Working with a group of peers in the development of a learning community is necessary to both professional formation and learning about the skills of community building.
3. Issues in pastoral care and identity which are encountered in ministering to and with people with disabilities and their families are profoundly universal in the themes and topics of pastoral care and ministry which can be raised and addressed.
THE CLINICAL PASTORAL EDUCATION PROGRAM
THE BOGGS CENTER

PROGRAM REQUIREMENTS

1. A completed CPE Application.

2. Interview with Placement Site and Acceptance.

3. Clinical pastoral work at placement site, including regular meetings with on-site mentor and Consultation Committee. Approximately 10 hours per week for an extended unit of CPE, with flexibility in terms of days and times in consideration of agency and student schedules, adding up to approximately three hundred (300) hours of on-site ministry. Activities will include pastoral visitation and counseling, leadership of pastoral/religious programs as appropriate, staff training, contacts with community congregations and families, and more.

4. Participation in:
   • All training group activities. This will be approximately 6 hours per week, on one day, at the Boggs Center in New Brunswick and occasionally in the placement sites and other locations. There will be approximately one hundred and fifty hours (150) of training group activities over the course of the unit.
   • Other conferences or training group activities as determined in consultation between the supervisor and training group.
   • Seven to eight (7-8) individual supervisory sessions over the course of the unit. In an extended unit, that will be approximately once every three weeks.

5. Written Requirements
   • Learning Contract: Developed in first month of program
   • Verbatims, Significant Events, stories, other written formats of critical experiences with reflection and analysis, including an option for one verbatim to be a Case Study
   • Reflection reports
   • Mid-term and final evaluations.

6. Readings
   As assigned or suggested for particular didactic sessions.

7. Payment of fees as determined by current policy.

Note: Students who are taking CPE for academic credit are required to meet any additional expectations set by the seminary giving the credit, and consult with the seminary and supervisor on required reporting. **Due dates for seminary reports may not concur with the program calendar. The CPE Program Calendar does not coincide with seminary semesters, quarters, etc., nor, necessarily, with seminary breaks. It is the student's responsibility to negotiate with appropriate seminary offices for approved due dates for evaluations and reports, as needed, and to consult with Boggs Center supervisors.**
OBJECTIVES FOR A.C.P.E. CLINICAL PASTORAL EDUCATION
(A.C.P.E. Standards, 2005, pp. 10-11)

Standard 309 Objectives of Clinical Pastoral Education

Objectives of CPE define CPE programs and the scope of their curricula. Clinical Pastoral Education includes Pastoral Reflection, Pastoral Formation, and Pastoral Competence. Pastoral Specialization may be offered as an option in some centers. The CPE Center’s curriculum for Level I and Level II is designed to facilitate the student’s addressing the following objectives:

**Pastoral Formation**

309.1 To develop students’ awareness of themselves as ministers and the ways their ministry affects persons.
309.2 To develop the students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.
309.3 To develop students’ ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.

**Pastoral Competence**

309.4 To develop students’ awareness and understanding of how persons, social conditions, systems and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.
309.5 To develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.
309.6 To develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.
309.7 To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.
309.8 To develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

**Pastoral Reflection**

309.9 To develop students’ understanding and ability to apply the clinical methods of learning.
309.10 To develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry, utilize individual and group supervision for personal and professional growth and for developing the capacity to evaluate one’s ministry.
310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students’ achievement of the following educational objectives.

310.1 To afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.
310.2 To provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.
310.3 To provide students opportunities to demonstrate pastoral competence in the practice of their specialty.

***

The next section of this Boggs Center Student Handbook outlines the curriculum through which we address these objectives. ACPE Standards also outline expected outcomes for Level I and Level II CPE that students are expected to meet. These will be addressed in the section of the manual dealing with learning contracts and evaluation.

The last section of this manual contains an outline of the Supervisory Education Program, including Supervisory Education Objectives and Outcomes. The Supervisory Education Curriculum is revised annually and a copy of the current curriculum is in Appendix C. Supervisory Education Students (SES) will participate in all aspects of our Boggs Center program, as outlined, depending on the level of their certification status.

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THE BOGGS CENTER
CLINICAL PASTORAL EDUCATION CURRICULUM

(ACPE Standards are numbered, and quoted verbatim in italics. The paragraphs describe ways by which The Boggs Center CPE program will address those objectives.)

309.1 To develop students’ awareness of themselves as ministers and the ways their ministry affects persons.

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

a. Students will present written reflections, verbatims, significant pastoral event reports, and case studies of their pastoral care involvement in order to receive feedback on their style, skills, and identity as pastor or clergy from supervisor and peers.

b. Students will develop their emerging role as pastoral caregivers through their actual participation with other professionals, families, and individuals in the agencies where they will be assigned as well as in the religious systems of the communities in which those agencies are located. There will be opportunities for participation in interdisciplinary case reviews (e.g., Individual Habilitation Plans, Individual Educational Plans, and Individual Family Support Plans, assuming consent and invitation by the individuals and/or families), staff meetings, and agency-based trainings, with each student having an Onsite Mentor and Consultation Committee who will both support and give feedback to students for their work within that setting. Through working with people served by community agencies, there will be opportunities for both ongoing relationships over the course of the unit as well as pastoral care and counseling in crises, such as hospitalization, death, and others. In many of the placement agencies, students may also have an important role in pastoral care with staff.

c. Students will be provided didactic sessions on Pastoral Identity, Basic Types of Pastoral Care and Counseling, Understandings of Growth and Faith Development, Understandings of Vocation, and Ministries with Individuals, Families, Systems, and Communities. Group sessions will also provide opportunities for shared exploration of faith journey and calling.

d. Sample bibliographic resources:

Kornfeld. Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities (Required Reading)
Nouwen: The Wounded Healer
Frank: The Wounded Storyteller
309.2 To develop the students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

a. In presenting written material for individual and group supervision, students will have the opportunity to present some of the multiple ways that issues of attitudes, labels, values, assumptions, strengths, and limitations (or disability) are confronted in the context of ministries with people with disabilities and their families. In both their pastoral work with individuals and families, their work as the sole chaplain or pastoral caregiver in an agency, and in building connections with individuals in communities and congregations, students will have many opportunities to explore their own attitudes and assumptions about ministry, their image of themselves as person and clergyperson or pastor, and their awareness of ways to minister both within and through both their strengths and weaknesses.

b. Feedback and evaluation within the CPE group at mid unit and final evaluations, as well as ongoing feedback from the Onsite Mentor and Consultation Committee will also provide overlapping processes for developing self-awareness and knowledge. In addition to dealing in an area that explores both limits and gifts of individuals often seen only for their limits, students will also have to discipline themselves in terms of their own schedule, particularly in an extended unit format. Recognition of their own limits, the importance of ministry by and with others, and confrontation of the pastoral temptation to "fix by doing more" will be issues confronted by many of the students in this program format and context.

c. Related didactic presentations will include historical perspectives, understandings of growth and development, multicultural perspectives, and exploration of personal understandings and attitudes about disabilities.

d. Bibliographical resources include:

   Kornfeld: Cultivating Wholeness
   Augsburger: Counseling Across Cultures
   Randall-David: Strategies for Working with Culturally Diverse Communities and Clients
   Govig: Strong at the Broken Places
   Frank: The Wounded Storyteller
   Sacks: The Man Who Mistook His Wife for a Hat, Anthropologist on Mars
To develop students’ ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.

a. Students will spend between 5 or more hours per week in peer group process, depending upon the format of the program (Extended, Summer Intensive, etc.) This time will be utilized in a variety of ways: worship, verbatim seminar, didactic presentations, covenant group, and theological reflection seminar.

b. Through feedback and personal reflection, students will receive information on how their pastoral care and individual personality style impacts their peers. In the covenant group in particular, they will work with the supervisor on development of a supportive and learning community. This information and experience will increase self-awareness, enhance pastoral identity, enhance self-evaluation, and build the capacity of students to utilize a group of peers for support and learning.

c. Students will also utilize the peer group for sharing of their learning contracts, mid-unit evaluations (with specific feedback for individual peers), and final evaluations. Each of these provides an opportunity to utilize a peer group for collaborative work, reflection, consultation, and evaluation.

d. Didactic presentations will include: Communication Styles and Listening, Ministries and Leadership in Groups and Systems, Multicultural Issues and Contexts, and exploration of group processes such as person centered planning and circles of support, the clearness committee (Quaker tradition for discernment in community) and Solutions Circles (from Centre for Community Inclusion). Students will also participate in a series of sessions in the second half of the unit on community building with people from the agency which serves as their placement.

e. Sample bibliographic resources:

   Hemenway: Inside the Circle
   Green and Woodrow: Insight and Action
   Vanier: Community and Growth
   Palmer: To Know As We Are Known, The Courage to Teach
   Augsburger: Caring Enough to Confront
   Rioch: "All We like Sheep"
   Video: Rabbi Ed Friedman, Dialogue 94
To develop students’ awareness and understanding of how persons, social conditions, systems and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

a. Since the clinical placements will be in community-based agencies, students will have direct opportunity to understand not only the dynamics of such agencies in general, but also the specific issues of each community. Contacts with community clergy and community members will give other opportunities to explore social structures and issues around the ways both the people served, and the agencies, are related to community life. Participation in ministries with people with disabilities also means awareness of, and possible involvement in, advocacy efforts related to community supports, systems change, funding supports, and public attitudes.

b. Other organizational resources that can be a learning resource for students include working with parent and self-advocacy organizations, exploration of the roles of formal and informal caregiving systems, and training in person centered planning processes for individuals that examine and utilize professional, community (generic) and personal supports in caregiving.

c. Didactic resources for this objective are one of the strongest components of the program. They include: (1) Presentations in The Boggs Center traineeship and Developmental Disability Lecture Series on cutting edge issues in services with persons with developmental disabilities and their families, such as the Americans with Disabilities Act (including videos of past D.D. Series presentations); (2) Participation in events sponsored by advocacy organizations, including the New Jersey Coalition for Inclusive Ministries, (3) Video resources on attitudes, self advocacy, and other strategies that focus on giving people more choice and opportunities for self determination.

d. Bibliographic resources include:

- Resources on community building listed in Dimensions of Faith...
- McKnight and Kretzmann: Building Communities from the Inside Out
- McKnight: The Careless Society: Community and Its Counterfeits and other articles by John McKnight.
- Schwartz: Who Cares? Rediscovering Community
To develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

a. Students will be coming from a diverse background of faith traditions, communities, and cultures, as well as working in different places in New Jersey. Through presentation of personal and clinical data in verbatim and significant pastoral events/case reviews at The Boggs Center, and participation in interdisciplinary sessions within their own placements, they will have opportunity to reflect upon the psychological and theological dynamics within specific encounters. The group sessions will also move around, and visit each site at least once during the Clinical Pastoral Education unit.

b. During the Theological Reflection Seminar, each student is asked to take turns presenting an article or book chapter which focuses on an issue of pastoral care and theology. They are responsible to lead the discussion and focus on the ways in which theology and the behavioral sciences interface in this particular issue. The experiences of persons with disabilities, their families, and faith communities have typically raised theological questions in stark, dramatic ways, thereby providing an important crucible for formulating a student's theological understanding of their personal and pastoral experience. Early sessions of the theological reflection seminar will explore various models and processes for theological reflection.

c. Didactic presentations will include Basic Types of Pastoral Care and Counseling, An Historical Perspective; Understandings of Growth and Development; Spirituality and Health; Assessing Spirituality; Interdisciplinary Ministry; Being a Patient/Consumer, and other didactic sessions that focus on religious services and ministries in groups, structures, and cultural contexts. Much of the focus of this program will be ministries with people with disabilities, but our belief is that an immersion in this arena develops skills that are transferable to many others.

d. Students will also be invited and encouraged to develop and lead a staff training at their sites on an issue worked out in collaboration with their Mentors.

e. Sample bibliographical resources:

Schwartz: Who Cares? Rediscovering Community (Required Reading)
McKnight and Kretzmann: Building Communities from the Inside Out.
Book and video series to be used in Sessions on Community Building.
Randall: Strategies for Working with Culturally Diverse Clients and Communities
See others in Didactic Sessions and Options
To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team

a. In their placement, students will have an Onsite Mentor who will be a professional in the field of disabilities. In addition, a Consultation Committee, which will be composed of a minimum of three people. The suggested composition is: mentor, a family member, person with a disability, staff member in the area where a student is working, and a community clergyperson. The committee is meant to be a source of reflection, support, and feedback for the student. The relationship with the mentor will focus on the student's participation with the interdisciplinary staff as well as people with disabilities, their families, and their faith communities. Students can participate in interdisciplinary planning meetings and other interdisciplinary team consultations in each setting. Given that most placements will not have a chaplain or pastor on staff, students will be challenged to define their pastoral roles in contrast to, and collaboration with, other staff and professionals. Students may also have the opportunity to lead training sessions with other staff about spirituality and other issues (e.g., grief and loss), assist interdisciplinary teams in developing strategies for addressing spiritual needs and supports, and work on developing effective collaborations with local clergy and congregations.

b. Some of the agencies who serve as possible placement sites have a part time chaplain or pastoral counselor position. In one case, it is a "Chaplaincy Services" committee composed of volunteer local clergy. In these sites, that person may be the On-site Mentor, and will help the student to understand and experience the fullest possible range of pastoral care involvement in the setting.

c. CPE students who are enrolled in full or part time degree programs will also be considered Boggs Center trainees by virtue of the ways that the CPE program provides the primary components of an interdisciplinary traineeship experience: a core curriculum, a field placement, and opportunities for ongoing, direct relationships. All of the CPE students will have the opportunity to participate in some of the seminars of the interdisciplinary traineeship. Other seminars within the CPE program itself will focus on understandings of spirituality and health, spiritual assessments, and interdisciplinary ministry.

d. Bibliographic resources include:

Fitchett: Spiritual Assessments
Larson: Articles, Abstracts of studies, Videos

Journal articles, including the Journal of Religion, Disability and Health
To develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

a. In the placements, students will have the opportunity to participate in a variety of roles, including pastoral care, opportunities to develop their own leadership within administrative structures, pastoral counseling with people with disabilities, families, and staff as appropriate, and staff education and training. Students have had the opportunity to lead worship in some settings, and lead groups in religious education and/or spiritual concerns. Through bridgebuilding efforts with community congregations and organizations, there will be opportunities for preaching, teaching in congregational and community educational programs, and development of leadership skills in collaboration with agency staff and community groups. Given that many people with disabilities and their families are often not included in community and congregational life because of history, stigma, stereotypes and other reasons, this area of ministry provides a significant opportunity for exploring prophetic dimensions of pastoral care and ministry. One of the expected outcomes of our program is that students will leave with in-depth knowledge about best practices in services and supports with people with disabilities and their families, and the ability to use that knowledge in their future work as clergy, chaplains, or pastoral caregivers.

b. If community clergy are participating in the program, or seminarians or laity with connections to community congregations, they will also be welcome to bring pastoral experiences within their own congregation to the supervisor and peer group for reflection and feedback. Thus, three possible areas of personal and pastoral experience can be utilized for reflection and learning: clinical pastoral work within an agency and community, congregational pastoral care, and efforts to bridge and integrate those two "worlds."

c. Didactic resources include the worship and theological reflection seminars which are part of the CPE program, specific didactics sessions and videos, training resources on management and leadership that are available from the Human Resources Office of the University of Medicine and Dentistry of New Jersey, and opportunities to develop didactic seminars in consultation with the supervisor and peer group.

d. Bibliographic resources:
   Thornburgh: That All May Worship and From Barriers to Bridges
   Wheatley: Leadership and the New Science
   Selected articles on strategies for working within congregations
   Resources on community building and collaboration
   Patton: Pastoral Care in Context
   Black: Preaching and Disability
To develop students’ understanding and ability to apply the clinical methods of learning.

a. A primary focus during the first part of the program is the process of negotiating a learning contract with peers, supervisor, and placement site. The process of developing an individualized learning contract may be as significant an experience as the achievement of specific goals. Resources are available in the Student Handbook to assist in the formulation of a Learning Contract. The format uses a person-centered planning process that is also used in some settings with people with disabilities and others. This process is integrated with CPE Objectives, Outcomes, and Competency Areas. This learning contract may be revised and modified throughout the program as goals change, and it provides a primary source for evaluation.

b. Students will meet in peer group sessions to report and evaluate their pastoral care activities. They will also be meeting with their Onsite Mentors and Consultation Committee. Each of those settings provides an opportunity for reflection and learning from practice through feedback, suggestions, and support. In addition, the context of services and supports for people with disabilities offers the opportunity to participate in a system of services and supports based on helping individuals reach their full potential.

c. Didactic presentations will include Understandings of Growth and Development and Faith Development, Communication Styles and Listening, Religious Services and Ministries in Groups and Systems, and Community Building.

A significant component of the learning in this program will be that the thrust of "clinical" learning is applicable to many settings, including communities and congregations, and is not simply a process that occurs in a hospital or more formal service setting.

d. Sample bibliographical resources:

Parker Palmer: To Know as We Are Known: A Spirituality of Education, The Courage to Teach
Oliver Sacks: The Man Who Mistook His Wife for a Hat
Resources on Person Centered Planning
See resources for didactic sessions
To develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry. Utilize individual and group supervision for personal and professional growth and for developing the capacity to evaluate one’s ministry.

a. Students will be scheduled for 8-10 hours of individual supervision with the CPE Supervisor during each unit of training. Additional supervisory time may be arranged, depending upon the student's request and supervisor's availability. During these sessions, students may choose to reflect upon individual concerns related to their functioning in their pastoral care settings, peer group, or any of the written materials submitted in advance to the CPE Supervisor. They will also be able to utilize the Onsite Mentor and Consultation Committee as opportunities for supervision, feedback, and evaluation.

b. Group supervision provides a context for students to demonstrate their ability to relate to one another in both personal and professional roles, and to integrate the two. With the strong focus on community building in this setting, the covenant group and other peer group activities will be a primary place for individuals to explore what it means for them to be part of a group and community, and how they can utilize peers, supervisors, and colleagues for their own learning through giving and receiving of feedback, support, and evaluation. Mid-unit and final written evaluations, shared in group, will be another major way of articulating, sharing, and comparing those perceptions.

c. The didactic presentations are similar to those of the previous objective.

d. Additional bibliographical resources include:

- Nouwen: Journey to Daybreak
- Vanier: Community and Growth
- Palmer: The Active Life: A Spirituality of Work, Creativity, and Caregiving
- Green and Woodrow: Insight and Action: How to Discover and Support a Life of Integrity and Commitment to Change
Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students’ achievement of the following educational objectives.

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

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

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

The CPE program at The Boggs Center will offer the possibility of a number of specialized areas of training. By common perceptions and understandings, ministries with people with disabilities is a specialty in itself. Students in the CPE program will receive significant training in ministries, services, and supports with people with disabilities, including their personal attitudes, but part of the premise of the program is that this area of ministry highlights areas and issues of pastoral care that are crucial to everyone.

Given that premise, we believe that this CPE program will attract people who are looking for CPE training in the area of disabilities. One of the reasons is that there are few CPE programs based in disability services around the country, and none based in a community-based, bridge-building model that this program will develop.

Within this area of specialization, there will be opportunities for individuals to specialize in topics such as religious education, family ministries, institutional ministries, community building, and pastoral care and counseling within specific areas of disability, e.g., physical disabilities, visual or hearing impairments, mental retardation, and autism. There will be opportunities for people to develop specializations in areas such as supervision of lay volunteers, community and congregational education, staff education, and community building. The specialty may also be within a particular religious tradition, such as a Jewish tradition, Catholicism, Islam, or a Protestant denomination. It may be developed in conjunction with an academic requirement for a degree program, e.g., Doctor of Ministry, or professional certification process, (Association of Professional Chaplains, NACC, or AAIDD Religion & Spirituality Division).

By virtue of its access to many professional resources and placements, The Boggs Center offers professional consultation and significant bibliographic and audiovisual resources to assist in a chosen specialty. The UMDNJ Human Resources Department also offers in supervision, management, and other areas of administrative skills.

A person who enters The Boggs Center CPE program seeking to develop a specialized area of ministry and skills will be expected to:

1. Outline that specialty in his/her learning goals with reference to CPE Objectives and Level II Outcomes, naming consultative and bibliographic resources which they will utilize in addition to their pastoral experience.
2. Collaborate with the agency placement on the area of specialization.

3. Plan and develop a product that will come from the specialized focus, such as an article, paper, manual, video, that will both demonstrate their learning and provide a resource that can be helpful to others. This will be presented to the CPE group and others in a didactic session. The student will also work with the supervisor and agency on appropriate places to utilize that product, e.g., submission to journals and presentation at professional conferences.
Training Seminars within the CPE Training Group

When the CPE students meet with the CPE Supervisor (weekly in an extended unit) there will the following seminars and types of group learning experiences:

1. **Clinical Theological Seminar**

   In this seminar, students will be presenting written accounts of their pastoral work in the form of verbatims, significant pastoral event reports, or case studies/stories for feedback, discussion, and evaluation with their peers (see pp 48-53.) Students will be asked to take the lead in presenting their work and the questions or issues it raises for them. Both verbal and written feedback will be part of the process by supervisor and peers. One verbatim may be a case history that explores pastoral dynamics of a student’s relationship with a particular person over the course of the unit (see p. 53)

2. **Didactic Seminar**

   In the first half of an extended unit, the didactics will be organized to provide a foundation for their work in the area of disabilities and their understanding of pastoral care. In the second half, didactics will be organized with student input and leadership.

<table>
<thead>
<tr>
<th>Initial Didactic Sessions:</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td>*Understandings of Disability and Pastoral Identity</td>
<td>Nouwen: The Wounded Healer</td>
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<td>Frank: The Wounded Storyteller</td>
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<td>*A Little History worth Knowing</td>
<td>Anderson, Ed: A Look Back at the ADA</td>
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<td>Video: Unfinished Business</td>
</tr>
<tr>
<td>*Basic Types of Pastoral Care and Counseling</td>
<td>Clinebell</td>
</tr>
<tr>
<td></td>
<td>Gaventa: Articles</td>
</tr>
<tr>
<td>*Communication Styles and Listening</td>
<td>Lovett: Learning to Listen</td>
</tr>
<tr>
<td></td>
<td>Video: Ten Commandments</td>
</tr>
<tr>
<td>*Understandings of Growth and Development and Faith Development</td>
<td>Westerhoff: Will Our Children Have Faith</td>
</tr>
<tr>
<td>*Spirituality and Health</td>
<td>Parker Palmer and Nancy Chafee, Video from Dialogue 88</td>
</tr>
<tr>
<td></td>
<td>Fitchett: Spiritual Assessments</td>
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<tr>
<td></td>
<td>David Larson: Articles</td>
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<tr>
<td>*Assessing Spirituality</td>
<td>Articles and models Videos</td>
</tr>
</tbody>
</table>
*Inter-disciplinary Ministry
Resources on vocation and collaboration

*Being a Patient and/or Consumer
The Culture of Illness and Disability
Frank: At the Will of the Body
Individual Story: Choose one
Articles/Individual presentation
Films and Videos

*Ministries with Families
Variety of books and resources
See Dimensions of Faith...

*Speaking for Ourselves: Ministries with
and by People with Disabilities
One written story/book
Self-advocates
Mouth Magazine

*Ministries and Leadership in Groups and Systems
Insight and Action
Wheatley: Leadership and the New Science
McKnight: The Careless Society: Community and its Counterfeits

*Ministries in a Multicultural Context
Randall: Strategies for Working with
Culturally Diverse Clients and Communities

*Skills in Community Building
Community Building: What Makes It Work?
Amherst Wilder Foundation
McKnight: "Regenerating Community"
McKnight and Kretzmann: Community Building from the Inside Out
Hinsdale, Lewis, Waller: It Comes From the People:
Community Development and Local Theology
Schwartz: Who Cares? Rediscovering Community

Optional Sessions, Topics, and Resources

*Support for Caregivers: Respite Care and other Supports
Articles

*Hospitality: Theology and Practice
Parker Palmer: The Company of Strangers
David Schwartz: What Cares?

*The Congregation as Caring Community
Articles/Chapters

*Biblical Reflections and Understandings of Disability
Govig: Strong at Broken Places
Eiesland: The Disabled God

*Theological Understandings of Suffering
Variety of books and articles
Pallin: A Gentle Touch

*Understandings of Shame and Pastoral Care
Books by Capps and others

36
3. **Covenant Group**

The Covenant Group is an open time for the training group to work with each other on issues of pastoral support, clarification of personal and professional identity, and their capacity for mutual learning and growth in a learning community. A strong focus of the CPE curriculum is on issues of community building for everyone, particularly people with disabilities and their families. Thus, the Covenant Group is an opportunity for the group to work together on what it means to be a community with each other, to utilize a peer group for support, clarification, and confrontation, and to explore personal, practical, philosophical, and theological dimensions of community. That includes both the initial and ongoing process of contracting with each other about expectations, structure, hopes, and commitment.

Given that the students will be in separate sites, students will not have as much opportunity as in a CPE program contained in a single location for informal supports and dialogue. That heightens the importance of this component of the group learning process, and participant intentionality about it. Each unit will also explore the option of having at least one of the group days at each student's placement site or community, partly for the purpose of helping everyone in the group have a better understanding of the place in which their peers are engaged in ministry.

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*Friendships and Relationships: Theology and Practice*  
Amado: Friendships and Community Connections Between People with and without Developmental Disabilities

*Implications of Inclusion for Congregational Life*  
Books and Videos

Worship

Religious Education

Outreach

*Pastoral Care in Times of Death and Grief*  
Articles, Books

*Sessions that focus on specific types of disabilities, e.g.:

- Hearing Impairment
- Physical Disabilities
- Visual Impairments
- Mental Illness
- Autism
- Cerebral Palsy

*Focus Sessions on Pastoral/Ethical Issues*

- Abuse and Neglect
- Sexuality
- Genetic Counseling
- End of Life/Assisted Suicide
4. Worship/Devotions

Each group learning day will also have a period for worship and devotions, with revolving leadership, including the supervisor, to serve as a time for spiritual support, and for integrating issues in learning into the practice of personal and communal faith. The worship times will also be a way of learning about the diversity of religious traditions, gifts, and backgrounds within the group. All members will have responsibility for leading worship in ways that is inclusive of all participants.

5. Individual Supervision

Over the course of one unit, each student will have the opportunity for approximately eight hours of individual supervision and consultation with the CPE Supervisor or Supervisor in Training. Students are responsible for setting the agenda for these sessions with the supervisor, and can use them for a variety of functions that relate to their own learning goals, including reflection on written assignments, consultation on pastoral issues and strategies within their placement site and/or congregation, and personal support. The philosophy of the supervisors is that students will be encouraged to deal with significant therapeutic issues in more appropriate settings, and that issues involving the learning group should be brought back to the learning community, i.e. covenant group. Individual supervision does provide an opportunity for more extended and specific interaction and consultation.
The Boggs Center Clinical Pastoral Education Program
Adjunct Faculty and Presenters

A variety of educational options and resources are available to students in The Boggs Center CPE program, as outlined in the Student Handbook. In addition to the supervisors, Bill Gaventa and Alice Walsh, the following resources have been used for didactic components of the program:

- Participation in Developmental Disabilities Lecture Series and other educational workshops coordinated by the Boggs Center, including an interdisciplinary workshop on Grief & Loss in the first half of the unit. Groups have attended workshops on mental illness, spirituality and health, and ethical issues sponsored by area seminaries or other organizations.
- Use of training videos, for example:
  - *Believing, Belonging, Becoming: Stories of faith inclusion*
  - *The Ten Commandments for Communicating with People with Disabilities*
  - Videos on disability history
  - Parker Palmer, on understandings of hospitality
  - Rabbi Ed Friedman, on individual identity and community
  - Henri Nouwen
  - *Building Communities from the Inside Out* and *Everyone Has A Gift: John McKnight and John Kretzmann, Northwestern University*
- Guest presenters, including:
  - Deborah Spitalnik, Ph.D., Executive Director, The Boggs Center, on understandings of disability
  - Dan Baker, Boggs Center Faculty, on Positive Behavior Supports and Dual Diagnosis (People with developmental disabilities and psychiatric conditions)
  - Rabbi Evan Jaffe, Professional Consultation Committee, on Jewish perspectives and disability.
  - Members of the Coalition on Inclusive Ministries, as determined in collaboration with students, and educational forums sponsored by the Coalition. In the past, that has included a session on mental illness, religious perspectives in Eastern religions, and Biblical understandings of healing.
  - Others as determined by student interest, issues that arise, and options listed in the manual.
- Didactic presentations at Placement Sites
  - Students have the opportunity, and are sometimes required, to attend education sessions at placement sites. The training group has sometimes met at placement sites, and utilized didactic resources there, e.g., sexuality at Bancroft, alternative communication at Matheny, rehabilitation
- Didactic readings with discussion:
  - Our program uses a significant number of papers, chapters, and shorter readings for didactic presentations and discussions. That includes sections of two books, *Cultivating Wholeness* and *Including People with Disabilities in Faith Communities*. 
The Boggs Center Clinical Pastoral Education Program
Orientation Process

The student orientation to The Boggs Center Clinical Pastoral Education Program has three major components:

1. Orientation to the Program

The first day of the program involves a structured process for introducing students to each other and a thorough review of the Student Manual. The Student Manual is sent to students before the first day of the program so they have a chance to review it before coming. Students are also asked to sign a list of statements indicating their review of the responsibilities, policies and procedures for the program as outlined in the Manual.

In the first month of the program, didactic sessions focus on the history of disabilities, understandings of disabilities, theological perspectives, understandings of spirituality and pastoral identity, and discussions of strategies for integration into placement sites.

2. Placement Site Orientation

As outlined in the Student Manual, each placement site mentor has the responsibility of working out an orientation process to the agency for and with the CPE student. That can include participation in new staff orientation at the agencies, visits to a variety of agency program sites, observation, required didactic courses, and meetings with appropriate agency staff members and teams. Students are encouraged and welcome to be in touch with their mentors before the beginning of the program to handle administrative or procedural processes that are needed to have them work at their site and to discuss the orientation to the site. Students may also start at their sites before the first meeting of the training group to begin orientation activities.

In the past two years, we have reduced the number of hours in training group activities during the first month of the program so that students would have more time to spend on site.

2. Development of the Learning Agreement

As part of the group sessions with the CPE supervisor, the first month of the program includes a focus on learning goals and the learning agreement, along with the use of a person centered planning process. The major goal of the first month of the program is the development of a learning agreement that draws upon the student goals, the resources of the program and the needs/options at the placement sites.
WRITTEN REQUIREMENTS

These are the written requirements for the Extended Unit Program:

1. **A Learning Contract**

   Developed in first month of program in consultation with the supervisor and On-site Mentor. The format and guidelines are on pp. 42 – 47.

2. **Seven - Eight Verbatims or Significant Pastoral Event Reports.**

   These are reports of a learning experience in your pastoral work which raised questions for you, provided significant learning, and/or illustrates learning goals or issues for which you want group feedback and discussion. These are presented to the group for oral and written feedback. Names should be changed to protect confidentiality. Sample format for a verbatim and critical incident reports are on pp. 48-52.

   We encourage one verbatim to be a case study, with notes and reflections about a significant pastoral relationship over the course of the CPE Unit. Guidelines are on page 53.

3. **Reflection Reports**

   Reflection reports are monthly reflections on your overall work and learning in the program, including reflections on progress toward your goals, the impact of your experiences on your pastoral identity, theology, etc. It can be a form of journaling, of putting issues and questions on paper that you want to talk about with the supervisor, and/or a way of commenting on the program. These are used in supervision with the program supervisor, who will also give you written comments and feedback.

4. **Mid-Unit Evaluation**

   See the Guidelines on pp. 54-55.

5. **Final Evaluation**

   See the Guidelines on pp. 55-56.
Learning Contract Guidelines
Clinical Pastoral Education

An individual learning contract is developed by each participant in CPE early in the unit (within the first month of an extended unit; two weeks for a full time unit) (Due dates will vary).

The purpose of the learning contract is for the CPE student to identify the key learning goals and questions which he/she wants to address during the course of the unit. It will be used in following ways:

1. As a focus for the first month on orientation at the placement agency, developed in collaboration with the CPE supervisor and with the agency’s Onsite Mentor.
2. It will be verbally shared with peers in the training group early in the unit as part of facilitating peer feedback and support.
3. It will be verbally discussed with Onsite Mentor and Consultation Committee so that the placement agency can assist the student in meeting his/her learning goals.
4. At mid-term evaluation, it will provide a framework for evaluation of progress, and feedback with peers, CPE supervisor, and Consultation Committee. This is the point to make revisions as appropriate.
5. It will be utilized by the student and CPE supervisor, and agency Consultation Committee, in the final evaluation of the student's learning within the unit.

In developing a learning contract, a student needs to consider:

1. The personal and professional goals which they bring into the CPE unit.
2. The objectives of CPE and our curriculum based on those objectives.
3. The Expected Outcomes for Level I and Level CPE (See pp. 43 - 44)
4. The learning resources available to them through the educational and training resources of The Boggs Center, including pastoral work and assignments, the variety of educational experiences available, staff, peers, supervisor, readings, clergy, and others.

In an extended unit, students have the first month of the program to use for orientation and consultation on their specific learning goals. An Outline and Worksheet for the written learning goals will be used with the On-site mentor, consultation committee, CPE supervisor, and peer group to outline and share those goals. (See pp. 45 - 46)

In the early part of the program, we will utilize a person centered planning process called PATH (Planning Alternative Tomorrows with Hope) as a group exercise to help students articulate and frame their learning goals, and to teach a person centered planning process that is used with people with disabilities. (See the outline on p. 47)
Expected Outcomes of Level I CPE

Students in the CPE program are asked to use these Expected Outcomes of Level I CPE, as outlined in ACPE Standards, as a resource for guiding the development of their learning goals. The Expected Outcomes will be utilized by the Supervisor in mid-unit and final evaluations, and by the on-site mentor as a way of providing feedback to the student and supervisor.

In accordance with the ACPE Standards, students who complete Level I CPE will be able to:

**Pastoral Formation**

311.1 Articulate the central themes in her or his own religious heritage and theological understanding that inform one’s ministry.

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

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

**Pastoral Competence**

311.4 Risk offering appropriate and timely critique.

311.5 Recognize relational dynamics within group contexts.

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

311.7 Initiate helping relationships within and across diverse populations.

**Pastoral Reflection**

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

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

Formal evaluation occurs halfway through the CPE unit and at the conclusion. At both times, the supervisor will consult with the On-Site Mentor.
Outcomes for Level II CPE

Students who have applied for Level II CPE (See the section of the curriculum under pastoral specialty, pp.33 - 34) are expected to achieve the following outcomes upon completion. These will be used by the CPE supervisor and On-Site Mentor in mid-unit and final evaluation processes.

From ACPE Standards:

The curriculum for Level II CPE addresses the development and integration of pastoral formation, pastoral competence, and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Supervisory CPE. The Level II curriculum involves at least two or more program units of CPE. Supervisors must document satisfactory completion of Level II curriculum outcomes in the supervisor’s final evaluation(s).

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

**Pastoral Formation**

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

**Pastoral Competence**

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

310.6 Demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources.

310.7 Assess the strengths and needs of those served, grounded in theology and based on an understanding of behavioral science.

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

310.9 Demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power, a non-anxious and non-judgmental presence, and clear and responsible boundaries.

**Pastoral Reflection**

310.10 Establish collaboration and dialogue with peers, authorities and other professionals.

310.11 Demonstrate self-supervision through a realistic self-evaluation of pastoral functioning.
The Boggs Center Clinical Pastoral Education Program
Suggested Learning Contract Format

Name:
Placement Site:

Reasons for Participating in CPE:

What do you consider to be your learning style? What helps you learn?

Goals: (For each goal, list resources and strategies that you plan to use to address, and strategies for feedback and evaluation.)

At least one goal in each area of:

- Pastoral Formation
- Pastoral Competence
- Pastoral Reflection

Schedule

Anticipated times at placement site:

Planned times for meeting with mentor and consultation committee:

Other planned times for interdisciplinary interaction, e.g., team meetings, etc.:

Contacts for pastoral emergency: (Who do you call at the site? How does site reach you?)

Time for individual supervision

Student signature:
Supervisor signature:
Mentor signature:

See the next two pages for processes and worksheets that will be used to help students develop the Learning Contract. Copies of the final Learning Contract will be shared with all of the above and the peer group.
Learning Contract Worksheet

Landscape document

INSERT
The Path Process.
VERBATIM REPORT – OUTLINE

Leave 2-3 inch margin on either the right or the left.

Your name.
Verbatim No.: #1, #2, etc.
Date of visit.
Time covered by visit or experience, e.g.,
  1:30-1:50 p.m.
Length of visit: 20 minutes
Which visit was this? 1st, 5th, etc.
Date written up for verbatim.

Never identify the person, family member, friend, or person involved in this verbatim by name. You can use initials. Do not identify their church by name. Disguise other names which come up in the conversation.

I. Background

Include age, sex, marital status, religion, family description, work, disability/diagnosis, and other pertinent information. What did you know about the person before the visit?

Example: B.C., 35 year old male, Presbyterian, married, with two children. Parents live in the same community. Deeply involved in local church.

II. Pastoral Plans

What pastoral plans did you have before making this visit or initiating this encounter? Who referred you to see him/her? If not a referral, what led you to the visit or experience. If you have seen the individual(s), summarize the pastoral relationship, and your plans for this particular visit. What were your feelings before the visit? What did you hope to accomplish?

III. Impressions

Describe the person, family, or other persons and their environment? What does the room/area feel like? What kind of non-verbal messages or cues were present? What did the appearances, impressions, and cues evoke in you?

IV. Pastoral Call

This is to be as nearly verbatim as possible. Report pauses, interruptions, facial expressions, sounds, actions, and other significant events in the relationship between you and others during the course of the call. (Put them in parenthesis.) Record prayers in full. If you have to abbreviate sections of the visit, summarize what happened in that time as accurately as possible.

If much of the communication is non-verbal, then try to describe what you saw, and the key messages you felt/heard in the interactions.
Example:

C1: Hello, B. My name is Susan Worth, and I am the new agency chaplain. Mary, the social worker, told me that you seemed to be having a bad day today. Mind if I sit down for a few minutes and visit with you.

P1: Glad to meet you. Yeah, sit down, but I am not sure how long I will be able to talk (grimaces in pain). I got to go home pretty soon because the van is coming to pick me up. I don't want to go.

C2: etc.

P2: etc.

S1: thru end

C25: I will be back tomorrow to see how you are doing.

P25: Thank you for talking with me.

V. Summary and Analysis

A. Pastoral Assessment of Individual & Situation

Describe and analyze your understanding of the person in the following areas:

1. Psychological

What is the person (s) feeling? How would you analyze the emotions and psychological dynamics impacting him/her, or this group?

2. Social Context

What kinds of factors in the person's environment, agency, community, and/or culture impact their current condition, their attitude towards themselves, and their capacity to cope? What are potential resources and supports?

3. Religious/Spiritual

What are their key spiritual or religious questions, issues, or feelings? How are they interpreting their own life and situation in faith terms? What kinds of religious or spiritual supports are important to them?
B. Chaplain Assessment

1. Choice

Why did you choose this visit to write up? Which of your learning goals (if any) do you see this visit relating to?

2. Feelings

What were your feelings during the course of the visit? How did they impact your responses? What did it remind you of in your own history and experience?

3. Self Evaluation

What were your strengths and weaknesses as a chaplain/pastor in this visit? Where did you miss the person? What did you feel good about, and do well? What would you do differently, and why?

4. Pastoral Images

What images from Scripture of sacred stories in your tradition come to mind? How do they inform your understanding of pastoral role and identity?

5. Theological Analysis

What were the key theological, moral, or ethical issues or themes explicit or implicit in the visit and relationship? (Draw upon your specific theological understanding, current readings, and/or religious heritage.)

C. Pastoral Consultation & Direction

What questions do you have for your peers and supervisor? What resources in your current setting could you draw upon to help you? What do you plan to do next? How do you see your pastoral role and follow-up?

Guidelines on choosing a visit/experience for a Verbatim:

The best verbatims come from situations in which you are deeply involved. Often this may come from situations where you felt like you missed an individual (s) completely, or did not know what to do. Sometimes it comes from a visit in which you felt and knew you did well as a pastor. Either way, the best visits to write up are ones where you feel you have something to learn. A "good" or "bad" verbatim is not a question of length, but rather evidence of your capacity as professional to "profess" what you did, why, what you learned, and what you want to learn.

Each person will develop their own process for remembering a visit through note taking, but one of the best is, immediately following a visit that "grabs you" for whatever reason, find a place to jot down key words, exchanges, themes, etc. and then write the visit up the same day.

If the situation you want to write or present does not lend itself to this format, vary it as needed. A learning situation can be a significant pastoral event or experience rather than a "normal" visit. Include all the information and analysis requested, and do what is needed to help the experience come alive again for you and others.
SIGNIFICANT PASTORAL EVENT – OUTLINE

Student: 
Date of Writing: 
Agency: 
Date of Event: 

I. WHO, HISTORY, WHERE?

a. Who is involved? People you knew well, strangers, personal or professional relationship with. (Insofar as possible, protect the specific identity of others involved.)

b. Background of events and relationships which contributed to this pastoral event.

c. What was the physical and emotional setting in which this event took place?

II. WHAT HAPPENED?

Narrate the pastoral event itself as you experienced and perceived it. Tell the story. Pay particular attention to non-verbal messages and your feelings.

III. WHAT MADE THIS PASTORAL EVENT SIGNIFICANT FOR YOU?

IV. SUMMARY AND ANALYSIS

A. Pastoral Assessment of Individual & Situation

Describe and analyze your understanding of the person in the following areas:

1. Psychological

What is the person(s) feeling? How would you analyze the emotions and psychological dynamics impacting him/her, or this group?

2. Social Context

What kinds of factors in the person's environment, agency, community, and/or culture impact their current condition, their attitude towards themselves, and their capacity to cope? What are potential resources and supports?

3. Religious/Spiritual

What are their key spiritual or religious questions, issues, or feelings? How are they interpreting their own life and situation in faith terms? What kinds of religious or spiritual supports are important to them?
B. Chaplain Assessment

1. Choice

Why did you choose this visit to write up? Which of your learning goals (if any) do you see this visit relating to?

2. Feelings

What were your feelings during the course of the visit? How did they impact your responses? What did it remind you of in your own history and experience?

3. Self Evaluation

What were your strengths and weaknesses as a chaplain/pastor in this visit? Where did you miss the person? What did you feel good about, and do well? What would you do differently, and why?

4. Pastoral Images

What images from Scripture of sacred stories in your tradition come to mind? How do they inform your understanding of pastoral role and identity?

5. Theological Analysis

What were the key theological, moral, or ethical issues or themes explicit or implicit in the visit and relationship? (Draw upon your specific theological understanding, current readings, and/or religious heritage.)

C. Pastoral Consultation & Direction

What questions do you have for your peers and supervisor? What resources in your current setting could you draw upon to help you? What do you plan to do next? How do you see your pastoral role and follow-up?
Case Study Guidelines

Student  
Date of Writing  
Agency

I. Introduction.
   How did you get introduced to the person (s) involved in this case study?  
   What have you learned about their background and history that is important to this discussion? (summarize)  
   Who are other key players in your relationship with this person?

II. The history of the relationship (s).
   Describe the visits and significant interactions with the person. If there are key verbal encounters and turning points, try to include them in verbatim format.
   Summarize work that you did with others related to this person, e.g., consultation, advocacy, planning, connections, etc, at the point it happened.

III. Spiritual assessment.
   Using one of the tools we have explored or one that you have used, write a spiritual assessment of the focus person.

IV. Analysis.
   What are key psychological, family, social, cultural, and other factors impacting the focus person and your relationship with him/her?
   What are key theological themes that emerge? Do they change, and if so, how?

V. Evaluation
   Describe your work as pastor/chaplain in this relationship. What were key roles you took on? How did they illustrate your understanding of pastoral care? How did the relationship change that understanding?
   Did the person change, and if so, how?
   What has this person taught you?

VI. How are you planning to transition out of this relationship?
**Evaluation**

The evaluation process, in an action/reflection learning model, begins the day of the program, as participants and supervisor are invited to utilize feedback and input into the shaping of goals and objectives and the CPE learning process. The students are asked to work with on-site Mentor in feedback and evaluation on their work, as well as developing a way for students to provide feedback to the site.

There are two times of the year for more formal evaluations. Both will utilize individual learning goals, feedback from the sites, the objectives and outcomes of CPE, supervisory evaluation, and peer consultation.

**Mid-Unit Evaluation Guidelines**

The mid-unit evaluation process has two components. The first is with peers and supervisor in the CPE program. The second is with the Onsite Mentor and Consultation Committee at your ministry placement.

1. Write an evaluation, based on your learning goals and your experience in all parts of the program during the first half of the unit. It should include the following:

   a. Evaluate your own progress and learning in relation to your learning goals and the expected outcomes of CPE.

   b. Include a separate page with feedback for your peers. For each peer, identify at least two strengths which you see in them, and two issues/weaknesses that they need to address. You can refer both to your experience in the group, their learning goals, and your feedback on their written work.

   c. What do you want to change?

      How does your experience and your evaluation affect your goals for the second part of the unit? What do you want to do differently?

      Are there suggestions you have for the program be changed to facilitate your own learning or that of the group as a whole?

Copies will be made of the evaluation to be shared with all members of the group and supervisor. We will spend a day in evaluation and reflection, giving each student a chance to discuss their evaluation with the group.

The supervisor will write a one-two page evaluation at mid-unit to be shared with the student in individual supervision.
2. The second component of the evaluation is for you to make arrangements to meet with the Onsite Mentor and Consultation Committee to reflect with them on your involvement thus far. Areas to review include what you have done thus far at the agency, feedback received from consumers, staff, and families, and suggestions for ways that you could be more closely integrated into the team. Are there ways that you and the staff could be more effective resources to and for each other? Share with them your written mid-unit evaluation without the page of peer feedback.

The On-Site mentor will also utilize the Expected Outcomes for CPE as a format for verbal reflection and evaluation with the student.

The Consultation Committee knows that this is one component of the program. They have been given copies of these guidelines.

You are asked to report on this meeting(s) in your next reflection report.

**Final Evaluation Format**

Prepare a written evaluation of your own participation and learning in the CPE program that covers the following areas and questions:

1. Reviewing your individualized learning contract and learning goals, describe and evaluate any learning issues that have emerged in the CPE experience. What has facilitated and/or hindered your learning in those areas?

2. Using the Outcomes for Level I/II CPE, describe and evaluate your learning and use of the CPE program to shape your learning in those areas of pastoral care identity and skills.

3. How has the program impacted your own growth in your relationship with God, your religious tradition, and your chosen vocation? What do you see as your next directions for professional and personal growth?

4. How has the program impacted or changed your own attitudes towards disabilities, including others labeled disabled and your own?

5. Open-ended: What are ways that the administrative and/or organizational components of the program could be changed to enhance the learning and educational components of this CPE program?

Remember that this is an official document, and should always be provided with the CPE Supervisor's Evaluation when you need to provide a copy of your CPE evaluation with religious or educational bodies. This evaluation does not include individualized written feedback about or to your peers in the program.
**Evaluation Process**

Copies of your final evaluation will be shared with the group for feedback and consultation on a Final Evaluation Day. Each person will have time in the group to receive verbal and written feedback. The group and the supervisor will also spend some time evaluating the program as a whole. You are encouraged to share as much of the evaluation as you wish with your agency Onsite Mentor and the Consultation Committee.

On Final Evaluation Day, or shortly thereafter, students will also receive a final official written evaluation by the supervisor, to be reviewed and discussed together in final individual sessions as appropriate. Final evaluations will be signed by the student and the supervisor. When participants send their final evaluations to religious bodies or other training programs, they should include both the student evaluation as well as the supervisor’s evaluation. These are the official documents coming out of the program, and will not be shared with anyone without the student’s permission or authorization.

**Program Evaluation**

Some program evaluation is included in the individual student evaluations, but, on the last day of the program, Graduation Day, members of the Professional Consultation Committee will also interview students in small groups for an Exit Interview. This interview will focus on quality improvement of the CPE program, not on individual learning except in reference to the ways that the program met individual learning needs and goals. Students will also be asked to complete an evaluation questionnaire as part of The Boggs Center evaluation of all traineeships.
PASTORAL STATISTICS

Each of the students will be required to maintain the following record (to be handed in monthly with the first reflection report of the month, with the following kinds of statistics describing their work within their placement:

Pastoral Visits: Meetings initiated by the students with individuals, families, staff, program sites, group homes, etc.

Pastoral Counseling: Sessions with consumers, family members, or staff which are initiated by those persons requesting opportunity to discuss personal issues with the chaplain.

Pastoral Event Leadership: For example, a religious education class, funeral, or other session led for the sake of meeting spiritual needs of people supported by the placement agency.

Interdisciplinary Meetings: Sessions at placement agencies related to services and supports for individuals and/or program planning. This does not include didactic sessions within the CPE program.

Community Contacts: Contacts initiated with community members, e.g., clergy, laity, volunteers, civic groups, individuals, related to your pastoral work with people connected to the placement agency.

Training/Education: Sessions, which are led or partially led by students for the education and training of others about the people and supports offered by placement agency, e.g., an adult education class in a church, a sermon, speaking engagement with a civic or parent group, staff education, etc.

Technical Assistance: Opportunities in which the students assist other individuals or organizations in planning, initiating, or improving a service or support at their request.

Significant Outcomes: If you get feedback about a significant outcome from some area of your work, please share the feedback and/or briefly describe the outcome.

A monthly Statistics Form is in Appendix D. At the end of each month, a copy of this record should be given to both the CPE Supervisor and the On-Site Mentor.
MULTIDISCIPLINARY RESOURCES

In addition to the resources within the CPE program, i.e., the supervisor, peers, seminars and supervision within the program, and education and training resources in the agencies and communities where students will be placed, there is a rich variety of resources both at The Boggs Center and with affiliated agencies and organizations. They include the following:

I. Other Boggs Center Faculty and Program Staff

While The Boggs Center does not have large numbers of staff, there are excellent faculty and program staff with significant experience in services with people with developmental disabilities and their families and in training. The expertise covers the life span, with expertise in early intervention and inclusive education, transition years from school to work, supported employment, health care, advocacy, family support, and issues in systems change and development. Professional disciplines include psychology, social work, education, medicine, health care administration, educational design, and ministry. Boggs Center faculty and program staff have served as mentors for Boggs Center trainee projects, and thus serve as potential trainers for CPE students as well as consultants for specialized projects.

II. Related Resources within the Department of Pediatrics and Robert Wood Johnson Medical School and area seminaries

By virtue of our location within the medical school, CPE students have access to lectures and training events, grand rounds, and consultation with other faculty. With our relative close proximity to several seminaries, there are continuing education events in which groups sometimes participate.

III. The Boggs Center Traineeship Interdisciplinary Seminars

There are four seminars during the course of the year, covering the best practices in disability services, the ADA and other legal issues, administrative issues, and other optional seminars. This will be one opportunity to interact with students from other disciplines in Boggs Center Traineeships.

IV. The Developmental Disabilities Lecture Series

The Boggs Center coordinates four one-day, statewide training events open to professionals, families, people with disabilities, advocates, and community members around topics of current interest in both the spring and fall. Nationally known experts in the field of disabilities are invited to New Jersey for a full morning session presentation, and then afternoon technical assistance forums. Not all of the Lecture Series will be applicable to the learning goals for the CPE students, but they represent an excellent option for training and
inter-disciplinary interaction. Over one hundred and fifty of these lectures have been done. A Lending Library of the videotapes of the morning presentations also represents a rich collection of presentations on key issues over the last decade by nationally known leaders and pioneers. A catalogue is available to all CPE students.

V. Other Boggs Center Workshops and Trainings

The Boggs Center publishes a quarterly training calendar listing all of the training events we sponsor (e.g. Person-Centered Planning, community building, Positive Behavior Supports, and Dual Diagnosis.) Other training notices from other sponsoring agencies in New Jersey are posted at The Boggs Center.

VI. Coalition for Inclusive Ministries

The Boggs Center helps to coordinate a New Jersey Coalition for Inclusive Ministries. That group sponsors educational forums and a listserv. It provides students with a network of contacts in New Jersey, and also a place to publish stories or other reflections from their ministry placements.
LIBRARY, AUDIO-VISUAL RESOURCES, AND SUPPORT RESOURCES

There are also a rich number of bibliographic and audio-visual resources for potential use by CPE students. They include:

1. **The Boggs Center Library and Educational Resource Center**

   The library contains a number of books and journals related to developmental disabilities, with a focused section on ministries with people with developmental disabilities. It also contains over one hundred videos. A complete listing of the videos will be available at the Site Visit. Books, videos, and VCR's, as well as other educational and training equipment, are available for use by CPE students.

2. **Library, Pastoral Care**

   The supervisor has an extensive collection of books related to ministries with people with disabilities, as well as an extensive collection of files and articles on issues in ministry, services, and supports for individuals and families. These resources are available for use by CPE students. They also include:

   a. Videos useful for congregational and community education.
   b. Small resource kits containing articles and books in various areas of ministry, e.g., worship and liturgy, religious education, staff training/spirituality, respite care, Biblical/theological resources, and others.

3. **Dimensions of Faith and Congregational Ministries with People with Developmental Disabilities and their Families: A Bibliography and Address Listing of Resources for Clergy, Laypersons, Families, and Service Providers.**

   This resource is produced by The Boggs Center in collaboration with the Religion and Spirituality Division of the AAIDD (American Association on Intellectual and Developmental Disabilities). It is a 170-page resource guide, the most extensive one in the country. It is updated about every other year, usually with information from the Religion Division Newsletter. It is available on the website: [http://rwjms.umdnj.edu/boggscenter](http://rwjms.umdnj.edu/boggscenter) along with other resources for ministries with people with disabilities, including: *Brain Injury: When the Call Comes* and *Autism and Faith: A Journey into Community*.

4. **Other Library Resources**

   Students in the CPE program will also have access to the Robert Wood Johnson Medical School Library. We are also close to three theological schools and their libraries.
5. **Copiers, Computers, and Study Space**

When students are at The Boggs Center, copiers may be utilized to copy training materials used in the CPE group.

Access to a computer and printer to produce written material is also available.

Study space is available, as needed, for CPE and other pastoral care students.

Students will discuss issues of access to computers, copiers, and study space at their placement site with the Mentor during the process of forming their Learning Agreement.

6. **Resources for Counseling and Vocational Development**

As appropriate, the CPE supervisor and the Professional Consultation Committee are willing to refer individual students to counseling and career development resources in New Jersey, and/or to work with students in finding specific resources for personal and professional growth and development. The Supervisor and other Boggs Center staff are able to provide names of counselors or therapists if students seek that kind of assistance.

Students who seek further CPE training and/or career options in specialized pastoral ministries will be referred to specific newsletters and resources of national pastoral care and counseling organizations.

Consultation on employment searches, resume development, and other vocational directions is available through the supervisor. Resource materials on resume preparation are in The Boggs Center library.

Other resources for vocational development, training, and potential employment can be found at the websites of a variety of national pastoral care and counseling organizations, including:

- [www.acpe.edu](http://www.acpe.edu) — The Association for Clinical Pastoral Education, Inc.
- [www.professionalchaplains.org](http://www.professionalchaplains.org) — The Association of Professional Chaplains
- [www.aapc.org](http://www.aapc.org) — American Association of Pastoral Counselors
- [www.nacc.org](http://www.nacc.org) — National Association of Catholic Chaplains
- [www.cappe.org](http://www.cappe.org) — Canadian Association For Pastoral Practice and Education
Supervisory Education at The Boggs Center

The Boggs Center added Supervisory Education to its accreditation in 2008. Participation in the Supervisory Education Program is contingent upon:

1. Application and acceptance, with demonstrated capacity to meet all of the requirements for a Readiness Level Consult with ACPE Certification Committee.
2. Available funding and/or a Letter of Agreement with another organization that wishes to fund a Supervisory position along with serving as a satellite to The Boggs Center.

There are three primary components to the Supervisory Education Program at The Boggs Center:

1. Participation in co-supervision, individual supervision, reading, and management of The Boggs Center CPE program, with individual supervision from Rev. Gaventa. (Standard 313.2 and 313.3)
   
   That will also include development of a summer unit when the appropriate levels of supervisory certification have been achieved, so the student will gain experience in supervision, program development, and program management.

2. Utilization of other Boggs Center and RWJMS Resources. (Standard 313.1)
   
   There are other faculty at The Boggs Center with experience in supervision of students from a variety of professional disciplines, including Dr. Deborah Spitalnik (psychology), Dr. Dan Baker (school psychology), and Dr. Michael Knox (social work). All of them have skill and expertise that our supervisory candidates can draw from.

   In addition, Robert Wood Johnson Medical School and UMDNJ provide training seminars and resources for new faculty members who are supervising students, and professional development workshops in a variety of topics that will contribute to interdisciplinary perspectives on supervision and training.

3. Participation in the Eastern Pennsylvania Institute of Clinical Supervision. (Standards 313.1, 313.2 and 313.3)
   
   Both Rev. Gaventa and the Supervisory Education Student(s) will participate in the Eastern Pennsylvania Institute of Clinical Supervision (EPICS) training process in Philadelphia. The supervisory education curriculum is revised annually and a copy of the current curriculum is in Appendix C.
Objectives of Supervisory CPE (Standard 313)

Through Supervisory CPE, qualified persons who have demonstrated pastoral, professional, and clinical competence will develop competence in the art, theory and practice of supervision of clinical pastoral education.

The objectives of Supervisory CPE define the scope of the Supervisory CPE program curriculum. Outcomes define the competencies that result from a supervisory student's participation in Supervisory CPE programs.

The Supervisory CPE center designs its Supervisory CPE curriculum to facilitate achievement of the following objectives:

313.1 to develop supervisory students' knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.
313.2 to provide students practice in the supervision of CPE under the supervision of an ACPE Supervisor.
313.3 to facilitate students' integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.

Outcomes of Supervisory CPE (Standards 314- 319)

Standard 314 Outcomes achieved by Supervisory CPE students accrue in six areas of competency derived from the Supervisory CPE objectives. A successful candidate for certification as ACPE Associate Supervisor demonstrates the following:

Standard 315 Competence as a pastoral supervisor:

315.1 maintains personal integrity and a deepening pastoral identity.
315.2 demonstrates emotional and spiritual maturity.
315.3 forms meaningful pastoral relationships.
315.4 self-supervises own on-going pastoral practice.
315.5 refines one's professional identity as a clinical pastoral educator.
315.6 demonstrates awareness of how one's culture affects professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

Standard 316 Competence in the theories of supervision:

316.1 articulates understanding of and methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.
316.2 articulates and implements a philosophy of CPE based on an educational model integrating the theory and practice of CPE, which is based on and congruent with one’s theology.

316.3 articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one’s theology.

Standard 317 Competence in the practice of CPE supervision including:

317.1 individual supervision
   317.1.1 assesses an individual student's learning patterns, personality, and religious history as a basis for supervisory strategies.
   317.1.2 supervises students' pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist students' movement toward pastoral identity.
   317.1.3 defines and evaluates students' pastoral and personal resources, and uses supervisory strategies and interventions to facilitate students' learning and development in pastoral care.
   317.1.4 assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.
   317.1.5 uses one's personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style.

317.2 group CPE supervision
   317.2.1 facilitates development of group interpersonal interaction.
   317.2.2 enables students to use their responses to the program as a learning experience.

Standard 318 Competence in CPE program design and implementation:

318.1 develops and organizes programs of CPE based on program educational principles appropriate to experiential learning.
318.2 manages CPE programs effectively.
318.3 develops a variety of CPE program resources.
318.4 uses diverse clinical educational methods.
318.5 works with the theological implications of the ministry context.
318.6 understands and applies professional organizational ethics as they relate to CPE and pastoral practice.
318.7 uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education.
318.8 advocates for students based on awareness of how persons’ social locations, systems and structures affect one’s ministry, learning and the educational context.
318.9 considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.
Standard 319 Competence in pastoral education:

319.1 integrates educational theory, knowledge of behavioral science, professional and organizational ethics, theology, and pastoral identity into supervisory function.

319.2 demonstrates awareness of the cultural contexts of diverse student groups and clinical populations, that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.
A. POLICIES

Student Information ii
Admissions Policy (304.1) iii
Financial Policy (304.2) vi
Procedure for Complaints (304.3) viii
Student Records (304.4) xiii
Guidelines for Agency Mentors and Consultation Committees (304.5) xv
Consultation on the Student’s Learning Goals, Process and Focus (304.5) xvii
Procedure for Discipline, Dismissal and Withdrawal (304.6) xviii
Ethical Conduct (304.7) xxi
Student Rights and Responsibilities (304.8) xxii
Agreement for Training (304.9) xxv
Completion of Unit in Absence of Supervisor or Minimum Group (304.10) xxxiii

B. ACPE STANDARDS AND CODE OF PROFESSIONAL ETHICS

ACPE – Standard 100
UMDNJ – University Policy on Student Rights, Responsibilities, and Disciplinary Procedures

C. SUPERVISORY EDUCATION CURRICULUM

D. ADMINISTRATIVE FORMS

Sample Letter of Agreement with Placement Agency
Photo Release Form
Pastoral Statistics Form
2009 – 2010 Schedule

STUDENT INFORMATION
The Boggs Center CPE Program

PURPOSE:

It is the policy of The Boggs Center CPE program to ensure that students are informed in writing of policies, procedures and student rights and responsibilities in relationship to The Boggs Center as well as the agency or institution in which they receive training.

POLICY:

Each student will be informed in writing of The Boggs Center CPE program policies and procedures, institutional or agency policies and procedures, and student rights and responsibilities as pertaining to participation in programs of CPE.

PROCEDURE:

A. Written descriptions of institutional, agency and Boggs Center CPE policies regarding student’s participation within the CPE programs of The Boggs Center shall be included in the Student Handbook. Items to be included but not limited to:

1. Policies pertaining to ACPE Standards: admission, financial, complaint procedure, maintenance of student records, discipline and withdrawal, student rights and responsibilities and ethical conduct.

2. Policies regarding the students’ duties, appearance, and conduct.

3. Provisions for safety measures and instruction where appropriate.

B. Each Boggs Center CPE Student Intern will receive a copy of the Student Handbook during the first week of the unit or before the beginning of the unit.

C. The Boggs Center CPE policies and procedures will be reviewed annually by The Boggs Center CPE program director.

D. A binder with copies of the ACPE Standards, Appeals Manual, and Accreditation Manual is available in the Pastoral Care Resources of the Library and in the cubicle available for use by CPE Student Interns. ACPE Standards are included with each Student Manual.
ADMISSIONS POLICY  (Standard 304.1)
The Boggs Center

PURPOSE:

To assure that The Boggs Center Clinical Pastoral Education program does not discriminate against persons because of race, gender, age, faith tradition, national origin, sexual orientation, marital status, or disability.

To assure that A.C.P.E. standards for training group size are maintained.

POLICY:

The Boggs Center CPE program shall not discriminate against any individual for reason of race, gender, age, faith tradition, national origin, sexual orientation, marital status or disability. Equal access to educational opportunities is extended to all qualified persons.

The Boggs Center will also keep training group size within A.C.P.E. standards.

This policy notwithstanding, all students accepted in the program shall be able, with reasonable accommodation, to perform the duties as contained in the position description for Chaplain trainee.

At all levels, the CPE Student Interns 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. The CPE Student Interns need to be able to demonstrate flexibility in the midst of ambiguity. The CPE Student Intern must demonstrate a capacity to endure at least moderate amounts of chaos which is a normal part of institutional culture.

PROCEDURE:

All admissions requirements and procedures shall be in compliance with ACPE Standards. Formal admissions criteria and process vary according to the level and duration of the program.

A. General Criteria for Admission

1. Completion of a standard ACPE Application Form
2. Interview with CPE Supervisor or designee
3. Graduation from a four-year college or university (Life and work experience may be granted equivalency status on a case-by-case basis.)
4. Minimum of one year of studies in a seminary/theological school recognized by the Association for Theological Education (Life and work experience may be granted equivalency status on a case-by-case basis.)
5. Active relationship with a faith-tradition.
6. Emotional maturity, spiritual awareness, and cognitive ability to function as a chaplain trainee.
7. Time and motivation to meet program expectations and schedule.
8. Correlation of the student’s educational objectives with the learning opportunities available through The Boggs Center CPE program.
9. Applicants will be considered enrolled upon written offer of admission and upon receipt by The Boggs Center CPE Supervisor of the student’s written letter confirming her/his acceptance of the appointment and a non-refundable registration fee. (See Financial Policy, p. vii). Candidates who are not accepted will be informed in writing and also offered verbal guidance for other training options.

B. Specific Criteria for Admission into a Residency program or Level II CPE
1. All general criteria stated above.
2. Successful completion of at least one prior unit of CPE.
3. Interview with The Boggs Center CPE Supervisor and representatives of the Professional Consultation Committee.

C. Specific Criteria for Admission into Supervisory Education
1. Completion of a Supervisory Application demonstrating the criteria for a Readiness Consult, including:
   a. satisfactory completion of at least four units of CPE (Level I/ Level II) and demonstration of having met CPE (Level I/ Level II) outcomes (Standard 400);
   b. plans for a Readiness Consultation

or

2. Documentation on completion of the Readiness Consult or achievement of Supervisory Candidate from another program and/or region.

And

3. An interview with the Supervisor and Chair of the Professional Consultation Committee

D. Training Group Size

The Boggs Center will not begin a specific training unit without a minimum number of students (3). Prospective students will be informed of that minimum during the application and acceptance process.
In the event that there are not enough students for a training unit, The Boggs Center will inform any students already accepted into the program as soon as possible, assist them in locating another CPE program if possible, and return any deposits made by students on their fees.

E. Admissions Materials

If applicants are not accepted into The Boggs Center program, their admissions materials will be returned to them or kept for prospective admission into a future training group if desired.

For applicants accepted into the training group, their application becomes part of their student file for the course of the unit, and then either returned or destroyed at the end of the unit with the exception of the face sheet.
FINANCIAL POLICY (Standard 304.2)
The Boggs Center CPE Program

PURPOSE:
To assure that The Boggs Center-CPE (Clinical Pastoral Education) program addresses fees, payment schedule, refunds, stipends and benefits.

POLICY:
The Boggs Center CPE program shall provide each potential CPE Student Intern with a copy of the fee schedule upon request for program information. Tuition and fees may be reviewed and/or changed annually. Registration of credit for the CPE unit and/or the Supervisor’s written evaluation may be withheld pending payment of all fees.

PROCEDURE (CPE Student Interns):

Tuition: The tuition fee is due in full on or before the first day of the training unit. A non-refundable $50 deposit is due upon notification of admission into the program in order to reserve the space. This deposit is credited toward the total tuition fee. Tuition fees are non-refundable. Exceptions based upon documented financial need may be negotiated with the supervisor, and confirmed with a written payment plan submitted the first week of the program, signed by both supervisor and student.

Benefits: The Boggs Center will provide no salary or employees’ benefits for extended or single-unit programs.

Fees: The fee for the initial extended unit of training at Boggs Center will be $500. Fees for a Summer Intensive unit will be set as the unit is developed. Checks for fees should be made payable to: “The Boggs Center.”

Refunds: Deposits will be refunded only if the CPE program is cancelled. If a student leaves a program through mutual consent, personal choice, or by choice of the supervisor in the first third of the CPE program, one-half of the tuition is refunded. No refund will be issued after that point.

Other Costs: Students will be informed of incidental costs during orientation. Books that are required reading will also be made available in the library. Parking in the area around The Boggs Center is not free, but in one lot students can get a discount. The Center is not far from the New Jersey Transit railroad station. Students will need a car to get to most placement sites, and, at times, for use within a geographic area served by the site.
PROCEDURE (CPE Supervisory Education Students):

**Tuition:** There is no tuition fee for Supervisory Education Students when the students are employed by The Boggs Center/UMDNJ. The typical fee is considered to be part of the benefits package for Supervisory Education Students employed by The Boggs Center/UMDNJ.

A tuition fee will be part of a Letter of Agreement developed with other agencies/individuals who are accepted into the Supervisory Education Program. That agreement will also address payment schedules and refunds.

**Benefits:** Supervisory Education Students at The Boggs Center are like any other employee at The Boggs Center/UMDNJ, entitled to benefits appropriate to the level of the position being utilized for Supervisory Education (currently a “Program Assistant.”) That includes vacation, sick time, and others.

The stipend and benefits for the Supervisory Education Student(s) are determined by the UMDNJ position being adapted for supervisory education (currently, as stated, “Program Assistant”) and, as with all Boggs Center positions, are dependent on sufficient contracts, grants and fees to fund positions and programs.
PURPOSE:

To provide a mechanism for the handling of complaints or appeals by The Boggs Center CPE Student Interns. Students shall receive a written copy of this policy and procedure at the time of the orientation.

POLICY:

The CPE program at Boggs Center encourages persons to work out concerns or grievances informally, face to face and in a spirit of collegiality and mutual respect. Procedures for complaints should be used only if informal discussion and pastoral communications do not resolve differences and when the complainant or group of complainants desire to register a complaint. It is recommended that the complaint be resolved at the closest possible relationship.

Students in the CPE program have the right to file a complaint related to any concern about the program, but in particular, three general areas:

1) violations of professional/ethical conduct,
2) violations of educational standards, and
3) concerns about accreditation process, i.e., concerns about the conduct of Accreditation representatives and/or processes.

The Boggs Center, along with ACPE, Inc., affirms and encourages the culture of collegial and informal efforts to address concerns, our policy is also that students have the right to begin a formal complaint process at the national level (addressing Executive Director in the event of professional conduct/ethics violations and Accreditation Chair in the event of educational violations or accreditation concerns) if they so choose, with the proviso that the national investigators may refer the matter back to the local venue if it has not be addressed there and is judged appropriate to that setting.

In addition to our own policy and procedure in this section of our handbook, students may also find more information about ACPE grievance processes at the national ACPE, Inc. website, www.acpe.edu.

DEFINITIONS:

A complaint is defined as a concern or grievance, presented in writing and involving an alleged violation of the ethical, professional, and/or educational criteria established by the ACPE Standards. A copy of these Standards is included in the Student Handbook.
A student is defined as any person enrolled in any program of CPE for credit. In the event that The Boggs Center develops a CPE Residency program in collaboration with other agencies, those residents, who would receive a salary and are designated as employees of a specific agency, may choose to utilize the grievance procedure for employees. This information is available from the agency. If this vehicle is not chosen, the procedures are outlined after these definitions.

Supervisory Education Students at The Boggs Center could be either employees of The Boggs Center/UMDNJ or employees of another agency. In both cases, supervisory education students may utilize their employer’s grievance procedure or the procedures outlined below for this CPE program.

Mediation is a cooperative process that provides opportunity for both parties involved in a conflict to state their needs and interests. Through discussion with a mediator, the parties work to identify options and to find mutually acceptable solutions. If the parties agree to use mediation, they may contact the Eastern Region’s Director or Executive Director of ACPE to discuss the possibilities for resolving the conflict in this manner.

PROCEDURE:

I. Informal Procedure within The Boggs Center CPE Center.

   A. In the event of any grievance involving the CPE program or its supervisory staff, the student will inform directly his/her supervisor of the complaint in order to seek resolution. It is the responsibility of the student to inform his/her supervisor that a complaint/potential grievance is involved. Within twenty-four (24) hours the supervisor will schedule a meeting. If the grievance is lodged against The Boggs Center CPE program director and it remains unresolved, the next step (below) is omitted and the complaint becomes a formal proceeding.

   B. If the matter is unresolved, the student will request that she/he and the supervisor meet with The Boggs Center Executive Director, who also serves as Chair of the CPE Professional Consultation Committee. If possible, the Director will schedule a meeting to be held within two (2) working days of the request. The next step available to the student is the initiation of formal proceedings. Depending on the nature of the complaint, the Director of The Boggs Center may also advise the student to consult with the UMDNJ Office of Affirmative Action as required under UMDNJ policy.

II. Formal Procedure within The Boggs Center CPE Center.

   A. If the complaint remains unresolved, the student will present the complaint or grievance in writing to The Boggs Center CPE program director within six (6) months of the occasion causing the complaint, or within six (6) months of the conclusion of the educational experience at The Boggs Center. There shall be a time limitation of ten (10) years when the complaint involves sexual exploitation,
and any complaint may be made within a longer period if the delay is explained by an occasion of fraud, intimidation, or other wrongful conduct that prevents the earlier surfacing of the complaint. If the grievance is lodged against The Boggs Center CPE program director, and it remains unresolved, the complaint should be presented to the Chairperson of The Boggs Center CPE program’s Professional Consultation Committee. The written grievance must include:

1. A description if the occurrence/situation precipitating the grievance, specifically including the date(s) and time(s) of all events;

1. The names of all persons who, in the student’s opinion, are involved in or witnesses to the situation; and

3. A statement which provides the student’s suggested resolution of the grievance, including the student’s reasons for the suggestion(s). If the complaint involves the allegation of a breach of personal and professional conduct or ethics on the part of an ACPE Supervisor, the aggrieved must send a copy of the written complaint to the Eastern Region’s Director.

B. The written complaint, along with the relevant documentation and/or statement(s) from the Supervisor or CPE Program Director will be submitted within two (2) working days to the Chairperson of the Professional Consultation Committee who will respond within ten (10) working days, either in writing or by meeting with the student(s). If the Chairperson is not available for this action, a person designated by the Chairperson will perform this function.

C. If the complaint does not reach satisfactory resolution, the Chairperson of the Professional Consultation Committee will appoint a grievance sub-group of the P.C.C. of five (5) members to meet within ten (10) working days of the request. The Chairperson will participate on the grievance sub-group in a consultative role and as such, he/she has no vote.

D. The grievance sub-group may decide to make decisions based upon the written documents available or they may convene a hearing. This sub-group will have authority to examine written documentation and other records in accordance with The Boggs Center policy and to interview those directly or indirectly involved in the alleged incident. The sub-group may determine that additional meetings are required to reach its conclusions. The final decision of the grievance sub-group will be determined by the majority vote of its five (5) members, and the process shall be completed within sixty (60) working days after receiving the complaint.

E. The conclusions of the grievance sub-group will be filed in writing, with copies given to the principals and The Boggs Center CPE program director. In that statement, the grievance sub-group will address:

1. Whether the persons involved have made an adequate effort to resolve the complaint by discussion and agreement.
2. Whether the complaint or grievance has merit or is without merit.

3. Whether the complaint or grievance involves a violation of ACPE Standards.

F. Based upon its findings the grievance sub-group may:

1. Recommend redress which it determines to be appropriate to rectify the complaint.

2. Determine that no redress is appropriate.

3. Determine that the relief sought is beyond the power of The Boggs Center CPE program to grant.

4. Determine that the complaint falls within the jurisdiction of another authority, i.e. the Eastern Region of ACPE.

5. If the grievance is not satisfied by the action of the grievance sub-group, the written complaint, along with all relevant documents, will be referred to the Eastern Region’s Director within thirty (30) calendar days of the completion of The Boggs Center CPE program grievance procedure. The Regional Director has the option of appointing a mediator(s). Procedures then followed are in The Professional Ethics Commission Manual of ACPE.

III. Formal Procedure Outside of The Boggs Center CPE Program

Students in the CPE program have the right file a complaint related to any concern about the program, but in particular, three general areas:

1) violations of professional/ethical conduct,
2) violations of educational standards, and
3) concerns about accreditation process, i.e., concerns about the conduct of Accreditation representatives and/or processes.

Students may file a complaint directly to national ACPE, Inc. They should address the national Executive Director in the event of professional conduct/ethics violations and the national Accreditation Chair in the event of educational violations or accreditation concerns), with the understanding that the national investigators may refer the matter back to the local venue if it has not be addressed there and is judged appropriate to that setting.

Complaints arising concerning the ethical and/or professional conduct of an ACPE member concerning an ACPE structure or representative outside of The Boggs Center are handled in accord with the procedures outlined in The Professional Ethics Commission Manual of the Association for Clinical Pastoral Education. See the manual in either the student cubicle or the Library for the most recent edition and the ACPE website, www.acpe.edu.
As of September, 2008, the following persons held the named positions:

**Executive Director, ACPE:**
The Rev. Teresa Snorton
1549 Clairmont Road, Suite 103
Decatur, GA 30033
404-320-1472
e-mail: acpe@acpe.edu

**Chair, National Accreditation Commission**

*The Rev. Karrie A. Oertli*
Director, Dept of Pastoral Care
Integris Baptist Medical Center
3300 NW Expressway MS 100 7465
Oklahoma City OK 73112-4418
Work Phone: (405) 949-3195
e-mail: Karrie.oertli@integrisok.com

**Regional Co-Directors, Eastern Region:**
The Rev. Jo Clare Wilson
The Rev. Nancy McCormack
76 Swathmore St.
Hamden, CT 06517
203-288-5296
e-mail: eastern@eneacpe.org

**Chair of The Boggs Center Professional Consultation Committee:**
Deborah Spitalnik, Ph.D.
Executive Director, The Boggs Center
P.O. Box 2688
New Brunswick, NJ 08903
e-mail: spitalde@umdnj.edu

**Director of The Boggs Center CPE Program:**
Rev. William C. Gaventa, Associate Professor
Director, Community and Congregational Supports
The Boggs Center
P.O. Box 2688,
New Brunswick, N.J. 08903
Phone: 732-235-9304
e-mail: gaventwi@umdnj.edu
STUDENT RECORDS POLICY  (Standard 304.4)
The Boggs Center CPE Program

PURPOSE:

To assure that The Boggs Center Clinical Pastoral Education program maintains student records in a manner which addresses confidentiality, access, content, custody of student records, and custody of student records should The Boggs Center CPE program be without a supervisor and/or accreditation.

POLICY:

The Boggs Center CPE program shall maintain records in a manner consistent with the Guidelines for Student Records as appears in section A.100 in the Appendix of the ACPE Standards. Those guidelines are given to the students during the orientation phase of their CPE learning experience.

Student records will not be released without the written consent of the student, with the exception of any release required in accordance with the UMDNJ policy on the Family Educational Right to Privacy Act (FERPA), e.g., in response to a valid subpoena, court order, or mandate by other statute. The official record will consist of the application face sheet, the CPE Supervisor’s written evaluation report and the student’s own written evaluation report. Material written by students, such as verbatims and case histories, which contain information about other persons will be destroyed unless used for pastoral research, with written permission from the student. Supervisory notes are not a part of the official record and are the property of the supervisor. Supervisory Education Students will follow all of these procedures and Guidelines for Supervisory Materials in Standard 304.4.

PROCEDURE:

A. The Official Record will contain the standard face sheet, which provides identification data, the CPE Supervisor’s written evaluation report, and the student’s own written evaluation report. They will be available for review in accreditation reviews, or in the event a complaint is filed.

B. The Boggs Center CPE Student Intern files will be maintained for a period of ten years. After that period, the file will be destroyed and only a face sheet will be held in the files.

C. Students are responsible for maintaining their own file for future use. The Boggs Center will not keep a permanent file with evaluation reports past the ten-year limit. Students will be informed during the orientation period that it is their responsibility to keep copies of evaluations for future use. No evaluation reports will be released from the Official Record without the written request of the student.

D. Student files are secured in a locked filing cabinet with access restricted to the CPE Supervisor(s) and secretarial support.
E. In the event that The Boggs Center Clinical Pastoral Education program should cease to exist, student records will be sent to the national ACPE Office in Decatur, Georgia, and maintained for four years.
GUIDELINES FOR AGENCY MENTORS AND AGENCY CONSULTATION COMMITTEES (Standard 304.5)
The Boggs Center CPE Program

PURPOSE:

To ensure that the onsite mentor in the assigned agency and the onsite consultation committee understand its role and relationship to The Boggs Center CPE program and to the CPE Student Intern.

PROCEDURE:

A. Mentor Responsibilities

As part of the agency’s agreement with The Boggs Center CPE program there is the requirement for a person to be designated as an onsite mentor who is an employee of the agency. This person will agree to provide the following:

1. A regular meeting time weekly or process for connection and check-in.
2. An orientation plan for the student to the agency.
3. Interpretation of agency policies and procedures.
4. Review the CPE Student Intern’s activities and relationships with clients and families through meetings and the monthly statistics report.
5. Reflect with student on the nature of interdisciplinary relationships.
6. Suggest learning resources to assist the student with her/his learning goals.
7. Provide specific feedback on student’s performance to the student and CPE supervisor.
8. Facilitate the development of a process for reflection, feedback, and evaluation from appropriate staff, consumers, and others who may work with the student during their placement, including organization of a consultation committee. That process should be described in the learning agreement at the end of the orientation period.
9. Provide a clear process for consultation and assistance in any emergency perceived by the student.
10. Participation in an Orientation for Mentors before the beginning of each unit of training with the CPE Supervisor at The Boggs Center.

B. Consultation Committee Responsibilities

As part of the agency’s agreement with The Boggs Center CPE program, an on-site consultation committee is strongly suggested. It can be an ongoing committee or team with which the student interacts at the placement. Participants should be staff who work directly with the student, consumers, family members, and community clergy or laypersons. While the on-site mentoring process and
Consultation committee process can occur in ways that are agency specific, taking into account agency strengths and limits, the important components are that the mentor and related persons develop a process to assist students with orientation, administrative assistance and access, feedback, support, and evaluation.

C. CPE Student Intern Responsibilities

1. To develop an agenda for all meetings with the mentor and, as appropriate, the consultation committee.
2. To clarify specific agency policies and procedures with the mentor.
3. To consult with the mentor in the development of the learning goals.
4. To review her/his activities openly and honestly with the mentor.
5. To submit monthly statistical reports to the mentor.
6. To report any concerns about the placement site directly to The Boggs Center CPE program director as soon as they become apparent.

D. The Boggs Center Supervisor Responsibilities

1. To assist the student in formulating a learning contract.
2. To contact the mentor regularly in order to receive feedback from the agency.
3. To visit onsite twice during an extended unit and once during a full-time unit in order to have direct consultation with the mentor.
4. To respond to any requests from the mentor, consultation committee, and/or student to facilitate collaborative learning and growth.
CONSULTATION ON THE STUDENT’S LEARNING GOALS, PROCESS AND FOCUS (Standard 304.5)
The Boggs Center CPE Program

PURPOSE:

To ensure the provision of professional consultation to the student, if so chosen by The Boggs Center CPE program, Supervisor/Supervisory Education Student or CPE Student, regarding the student’s learning goals, process and focus related to the goals and objectives of ACPE.

PROCEDURE:

A. The student shall be oriented to the goals and objectives of ACPE.
B. At the end of each unit of training, the supervisor’s final evaluation of the student shall clarify how the student has engaged the objectives and goals of ACPE in her/his learning process.
C. The student or supervisor may request a consultation anytime after the first unit of training.
D. The consultation group shall include three persons, at least two of whom shall be ACPE Certified supervisors. The additional person(s) should be a pastoral person who has an understanding of the goals and objectives of ACPE.
E. Written requirements for the consultation include:
   1. A copy of the student’s learning goals.
   2. Copies of all the student’s self-evaluations from previous CPE experiences.
   3. Copies of all supervisors' written evaluations from previous CPE experiences.
   4. A written statement by the student/supervisor clarifying the issues in which consultation is sought.
F. After dialogue, the consultation group shall conclude the session with consultation to the student and supervisor.
G. 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 CPE supervisor.
H. The supervisor will include a reference to the consultation feedback in the student’s next final evaluation or in a separate written report of the consultation.
I. Supervisory Education Students may also work with the Supervisor to request consultation at the Supervisory Education Consortium in which they participate and/or with the Regional Certification Committee.
PROCEDURE FOR DISCIPLINE, DISMISSAL, AND WITHDRAWAL  
(Standard 304.6)  
The Boggs Center CPE Program

PURPOSE:
To provide a mechanism for the situations within the training program when it is 
necessary for the faculty of The Boggs Center CPE 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 CPE program. CPE Student Interns who are employed by a placement 
agency will follow the disciplinary policies of that specific agency. A copy of that policy 
will be provided the student during the orientation to that agency.

POLICY:
It is the policy of The Boggs Center CPE program that probation and/or dismissal of a 
student may occur as a result of behaviors defined below

DEFINITIONS:
Probation is for a specific period of time, not less than two and no more than six weeks 
within any unit of CPE. The status of probation indicates that continuation in The Boggs 
Center CPE program is in jeopardy. Probation may include the restriction of work in 
assigned clinical placements.

Dismissal ends the student’s participation in The Boggs Center CPE program and 
ministry within the agency and is initiated by the CPE faculty. Both salaried and non-
salaried students may be dismissed.

Withdrawal ends the student’s participation in The Boggs Center CPE program and 
ministry within the agency at the initiation of the student.

PROCEDURE:
A. Probation
   1. A student may be placed on/or removed from probation by a decision of The 
      Boggs Center’s CPE Program Director in consultation with the Chairperson of 
      the Professional Consultation Committee.
2. Probation or dismissal may occur as the result of:

   a. failure to successfully complete a training unit.
   b. failure to adequately participate in the educational program
      • failure to negotiate an individual learning contract
      • failure to be present and/or interact in a manner conducive to
growth for self or peers.
   c. failure to act responsibly in pastoral obligations
      • failure to respond to calls and/or inappropriate absences.
      • failure to respond appropriately to the needs of clients, families,
and staff.
      • failure to interact on a professional level with the Boggs Center
staff and/or staff in placement agencies on contract with The Boggs
Center.
      • failure to cooperate with peers to in a collegial ministry.
      • failure to provide adequate pastoral care in assigned agency.

3. A student placed on probation will receive written notice of such action by
The Boggs Center CPE program director. Specific reasons for this action and
desired behavioral changes will be provided to the student.

4. During the final week of probation, the CPE supervisor(s) 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 by a
letter from The Boggs Center CPE program director.

B. Dismissal from the program

1. A student may be dismissed from the program without first receiving
probation.
2. A decision to dismiss the student will include two weeks notice, although if
the cause for dismissal warrants, the student may be restricted from work in
the assigned agency.
3. The Boggs Center CPE supervisor(s) reserves the right to dismiss any
student whose program achievements, clinical performance, or conduct as a
professional makes continuation in the program inadvisable.
4. Tuition fees will be refunded according to the Financial Policy.

C. Withdrawal

1. A student may withdraw from The Boggs Center CPE program by
informing his/her primary CPE supervisor and submitting a letter of
withdrawal to The Boggs Center CPE program director.
2. Students are encouraged to inform the primary CPE supervisor of the
possibility of withdrawal in order to provide continuity in addressing the
pastoral care needs of clients, residents, and staff.
3. Tuition fees will be refunded according to the Financial Policy.

Right to Appeal

A student who wishes to appeal a disciplinary action or decision may do so by following the procedure for complaints found in this appendix.
ETHICAL CONDUCT (Standard 304.7)
The Boggs Center CPE Program

PURPOSE:

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

POLICY:

All students in programs at The Boggs Center are accountable to the University Policy on Student Rights, Responsibilities, and Disciplinary Procedures. (See Appendix B for a copy of this portion of the UMDNJ policy.) They are also required to abide by codes of ethics for trainees, students, or staff at the agencies in which they are placed, as detailed in the Letters of Agreement between The Boggs Center/UMDNJ and the placement sites.

The CPE faculty and students in programs of CPE at The Boggs Center who are ACPE members are expected to uphold and abide by the Code of Professional Ethics as detailed in ACPE Standard 100 (See Appendix B.) Students who are not members of ACPE are encouraged to utilize the ACPE Code of Professional Conduct as their professional model for a Code of Conduct, per the suggestion in the University Policy mentioned above that students follow the Code of Ethics as outlined in their chosen professional discipline.

PROCEDURE:

A copy of ACPE Standard 100 and the UMDNJ University Policy on Student Rights, Responsibilities, and Disciplinary Procedures will be included in the Student Handbook and given to each student during orientation. (See Appendix B.)
CPE STUDENT— RIGHTS AND RESPONSIBILITIES
(Standard 304.8)
The Boggs Center CPE Program

PURPOSE:

To clarify the rights belonging to and the responsibilities given to The Boggs Center CPE Student Interns and Supervisory Education Students.

POLICY:

CPE Student Interns, Supervisory Education Students and the persons with whom they work will be treated as individuals with consideration, dignity, and respect.

PROCEDURE:

CPE Student Intern—Rights

Students participating in the accredited ACPE learning process at The Boggs Center shall have the right to:

1. an orientation process.
2. a student handbook containing all program policies.
3. a learning contract negotiated with the primary CPE supervisor and the mentor at the placement site.
4. access to a population which provides significant opportunity for ministry and learning.
5. access to interdisciplinary educational resources.
6. protection of their privacy through confidential protection of professional records as well as respect for confidentiality of the training processes and conversations by supervisors, peers, and interdisciplinary mentors.
7. supervision and evaluation by a certified ACPE Supervisor, Associate Supervisor, or Supervisory Education Student under the supervision of an ACPE Supervisor or Associate Supervisor.
8. a written evaluation report to be completed within 45 days of the end of the unit.
9. access to and use of the complaint process as specified by The Boggs Center CPE program’s Complaint Procedure as well as the current ACPE Standards.
10. access to library and other educational facilities.
CPE Student Intern—Responsibilities

Students shall take responsibility to perform such duties as delineated in the acceptance contract. This shall include, but not be limited to:

1. the delivery of professional pastoral care services to individuals served, their families, and staff of assigned agencies.
2. the protection of peer and client rights, including maintenance of privacy in reference to persons, treatment plans, and personal information.
3. the preparation for and participation in supervision and training group activities as outlined in the Student Manual.
4. the negotiation of a learning contract for each unit of CPE.
5. the adherence to the employee policies of the specific agency where they are assigned.
6. the reading of the Student Manual, and signing of the Agreement for Training during the first week of the program.
7. attendance at all CPE activities unless discussed and cleared with the supervisor(s) and peer group, and/or notification of illness or emergency.

Students are also expected to abide by general employee and/or volunteer policies of the agencies where they are placed in contract with The Boggs Center.

CPE Supervisory Education Student—Rights

Supervisory Education Students participating in the accredited ACPE learning process at The Boggs Center shall have the right to:

1. an orientation process to either UMDNJ (if employed here) or the agency in which they are employed.
2. a student handbook containing all program policies.
3. a learning contract negotiated with the primary CPE supervisor and the mentor at the placement site.
4. access to a population which provides significant opportunity for ministry and learning.
5. access to interdisciplinary educational resources.
6. protection of their privacy through confidential protection of professional records as well as respect for confidentiality of the training processes and conversations by supervisors, peers, and interdisciplinary mentors.
7. supervision and evaluation by a certified ACPE Supervisor, Associate Supervisor, or Supervisory Education Student under the supervision of an ACPE Supervisor or Associate Supervisor.
8. a written evaluation report to be completed within 45 days of the end of the unit.
9. access to and use of the complaint process as specified by The Boggs Center CPE program’s Complaint Procedure as well as the current ACPE Standards.
10. access to library and other educational facilities.
11. Consultation and supports (time, financial aid as appropriate and possible) to attend appropriate regional supervisory training activities and regional/national certification appearances and consultations.

CPE Supervisory Education Student—Responsibilities

Supervisory Education Students shall take responsibility to perform such duties as delineated in the acceptance contract. This shall include, but not be limited to:

1. the delivery of professional pastoral care services to individuals served, their families, and staff of assigned agencies.
2. the protection of peer, client, and CPE student intern rights, including maintenance of privacy in reference to persons, treatment plans, and personal information.
3. the preparation for and participation in supervision and training group activities as outlined in the Student Manual.
4. the negotiation of a learning contract for each unit of CPE.
5. the adherence to the employee policies of the specific agency where they are employed.
6. the reading of the Student Manual, and signing of the Supervisory Education Agreement for Training during the first week of the program.
7. attendance at all CPE activities unless discussed and cleared with the supervisor (s) and peer group, and/or notification of illness or emergency.
8. Fulfillment of other job responsibilities and duties as outlined by the employing agency.

Supervisory Education Students are also expected to abide by general employee and/or volunteer policies of the agencies where they are based in contract with The Boggs Center.
AGREEMENT FOR TRAINING  (Standard 304.9)
The Boggs Center CPE Program

CPE Student Intern

(This Agreement for Training is to be read and initialed after a student has read the CPE Program Manual and had opportunities during the Orientation to the unit of training to clarify any questions or concerns. The original is given to the CPE Supervisor, and a copy kept by the student.)

CPE is conducted as an “education for ministry experience.” This document and acceptance into The Boggs Center CPE program, authorizes you to visit people as a Chaplain Student, 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 Supervisory Education Student. 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. Breech of this standard of professional confidentiality is determined by the CPE program management and may result in your immediate termination.

Student Initials:__________

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

Student 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 experience require a written release signed by you, unless (1) the evaluations are being used exclusively within the professional training circle of The Boggs Center CPE program, 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 Student.

Student Initials: __________

You have received and reviewed the Student Handbook and the *ACPE Standards*, governing Clinical Pastoral Education as provided 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 Student.

Student 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 your assigned supervisor and The Boggs Center CPE Program Director. Failure to pay-in-full the tuition will result in withholding of ACPE credit for the unit of training until payment-in-full is made, and may result in your being denied admission to any future unit of CPE.

Student Initials: __________

You understand the program requirements and components, have read this Student Manual, and understand the Training Calendar for this Extended Unit.

Student Initials: __________

In all of your activities during your CPE program you agree to function professionally and within the Code of Professional Ethics as contained in *ACPE Standards 100*. A copy of the *ACPE Standards* containing the Code of Professional Ethics has been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally.

Student 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 not 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 Student Intern     Date

_________________________________________   __________________
Signature of CPE Supervisor       Date
AGREEMENT FOR SUPERVISORY EDUCATION TRAINING
(Standard 304.9)
The Boggs Center CPE Program

(This Agreement for Training is to be read and initialed after a Supervisory Education Student (SES) has read the CPE Program Manual and had opportunities during the Orientation to the unit of training to clarify any questions or concerns. The original is given to the CPE Supervisor, and a copy kept by the student.)

CPE is conducted as an “education for ministry experience.” This document and acceptance into The Boggs Center CPE program, authorizes you to visit people as a Chaplain Student, depending on the agreements with clinical sites where you may be involved, and 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. You are also authorized to supervise in the CPE program in the ways determined by your learning contract and level of certification. 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. Breech of this standard of professional confidentiality is determined by the CPE program management and may result in your immediate termination.

SES Initials: __________

The material submitted to your assigned supervisor concerning you and your ministry as a Chaplain and your supervision of students may be used in the learning process of supervisory education students and/or discussion among the supervisors with the understanding that these persons are part of the professional training circle. Your materials may also be used by your assigned 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 Boggs Center CPE program’s professional training circle, and/or your supervisor, unless full disclosure of the documents is required by law, the supervisor will attempt to sufficiently alter the material to obviate your being identified as the Supervisory Education Student.

Student 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, in particular with the Supervisory Education Consortium (EPICS). All other instances of sharing your or your supervisor’s written evaluation(s) or your training experience require a written release signed by you, unless (1) the evaluations are being used exclusively within the professional training circle of The Boggs Center CPE program, 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 Supervisory Education Student.

Student Initials:__________

You have received and reviewed the Student Handbook and the ACPE Standards, governing Clinical Pastoral Education as provided 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 Supervisory Education Student.

Student Initials:__________

You understand that each unit’s tuition, if required, must be paid by the first day of each unit unless otherwise negotiated and agreed to, in writing, by your assigned supervisor and The Boggs Center CPE Program Director. Failure to pay-in-full the tuition will result in withholding of ACPE credit for the unit of training until payment-in-full is made, and may result in your being denied admission to any future unit of CPE.

Student Initials:__________

You understand the program requirements and components, have read this Student Manual, and understand the Training Calendar for this Unit of Supervisory Training.

Student Initials:__________

In all of your activities during your CPE program you agree to function professionally and within the Code of Professional Ethics as contained in ACPE Standards 100. A copy of the ACPE Standards containing the Code of Professional Ethics has been provided to you and reviewed with you during your orientation so that you now understand its intentions and requirements of you professionally.

Student Initials:__________
I agree to the video or audiotaping 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 not longer than one (1) year and then will be destroyed.

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

_________________________________________   __________________
Signature of Supervisory Education Student    Date

_________________________________________   __________________
Signature of CPE Supervisor       Date
COMPLETION OF UNIT  (Standard 304.10)
The Boggs Center CPE Program

PURPOSE:

To ensure that students enrolled in The Boggs Center CPE program will be able to complete the unit of training in the event that the supervisor leaves The Boggs Center during the process of a unit or in the event a peer group falls below three students.

POLICY:

The Boggs Center will make every effort to provide CPE Student Interns continued supervision by a certified ACPE supervisor if the original supervisor is unable to finish a unit of training, if a training group falls below the required minimum of three students, and/or if other substantial changes occur that place the commitment to students to complete the unit at risk, e.g., loss of funding.

PROCEDURE:

If the ACPE certified supervisor is no longer able to function or leaves the employ of The Boggs Center. The Boggs Center Executive Director (or designee) shall contact the Eastern Region, ACPE, Director.

1. The Regional Director will provide Boggs Center the names of any certified ACPE supervisor who might be available as an interim supervisor.
2. The Professional Consultation Committee will be consulted for suggestions as to an interim replacement.
3. The Boggs Center will negotiate and contract with the potential certified ACPE supervisor to complete the unit of training and provide a written evaluation.

If a training group falls below the required minimum of three students, the CPE supervisor will seek the number of people necessary to participate in the group training activities to maintain the minimum. The supervisor will contact alumni of the CPE program, community clergy, chaplains in New Jersey, and seminary liaisons on the Professional Consultation Committee to find a seminarian or clergyperson who would be interested in being part of the peer training group, even if they are not working in one of the placement sites in The Boggs Center program.

If other substantial changes occur which place the commitment to students at risk, The Boggs Center will utilize both consultation with the Regional Director and reserve funds in the CPE account to complete a given unit.
B. ACPE STANDARDS AND CODE OF PROFESSIONAL ETHICS

ACPE – Standard 100

UMDNJ – University Policy on Student Rights, Responsibilities, and Disciplinary Procedures
Part Two -- Standards
Standard 100 Code of Professional Ethics for ACPE Members

Maintenance of high standards of ethical conduct is a responsibility shared by all ACPE members and students.

ACPE members agree to adhere to a standard of conduct consistent with the code of ethics established in ACPE standards. Members are required to sign the Accountability For Ethical Conduct Policy Report Form (Appendix 1) and to promptly provide notice to the ACPE Executive Director of any complaint of unethical or felonious conduct made against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum.

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

Standard 101 In relationship to those served, ACPE members:

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

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

101.3 respect the integrity and welfare of those served or supervised, refraining from disparagement and avoiding emotional exploitation, sexual exploitation, or any other kind of exploitation.

101.4 approach the religious convictions of a person, group and/or CPE student with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.

101.5 respect confidentiality to the extent permitted by law, regulations or other applicable rules.

101.6 follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.
Standard 102 In relation to other groups, ACPE members:

102.1 maintain good standing in their faith group.

102.2 abide by the professional practice and/or teaching standards of the state, the community and the institution in which they are employed. If, for any reason they are not free to practice or teach according to conscience, they shall notify the employer and ACPE through the regional director.

102.3 maintain professional relationships with other persons in the ACPE center, institution in which employed and/or the community.

102.4 do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent their affiliation with any institution, organization or individual; are responsible for correcting the misrepresentation or misunderstanding of their professional qualifications or affiliations.

Standard 103 In relation to ACPE, members:

103.1 continue professional education and growth, including participation in the meetings and affairs of ACPE.

103.2 avoid using knowledge, position or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical standards of ACPE; or use affiliation with ACPE for purposes that are not consistent with ACPE standards.

103.3 speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body.

103.4 do not make intentionally false, misleading or incomplete statements about their work or ethical behavior when questioned by colleagues.

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.
University Policy on Student Rights, Responsibilities, and Disciplinary Procedures

Students in all UMDNJ Programs are guided by the University Policy on Student Rights, Responsibilities, and Disciplinary Procedures. The first section of that Policy, outlining Student Responsibilities, is as follows:

LAST REVIEWED:
01/10/08

I. PURPOSE
To establish the requirements for student disciplinary procedures at the Schools of UMDNJ.

II. ACCOUNTABILITY
Under the Deans, the Associate Deans for Student Affairs and other officials responsible for student affairs shall ensure compliance with and shall implement this policy.

III. REFERENCES
A. Research Misconduct 00-01-20-60:00
B. Student Essential Functions 00-01-20-96:00
   (under development)
C. Family Educational Rights and Privacy Act 00-01-25-05:00
D. Student Involuntary Leave of Absence and 00-01-25-36:00
   Involuntary Withdrawal (under development)
E. Student and Housestaff Ombudspersons 00-01-25-60:00

IV. APPLICABILITY
This policy shall apply to all UMDNJ students.

V. POLICY
A. Student Responsibilities
   1. UMDNJ students have the following responsibilities:
      a. as U.S. citizens, residents or visitors: the responsibility to be aware of and to abide by all applicable Federal, state and local civil and criminal laws and regulations;
      b. as students at UMDNJ the responsibility to be aware of and to abide by all applicable University and School policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty; and
      c. as future health care professionals and/or biomedical scientists holding a public trust: the responsibility to adhere to all generally recognized standards of professional and ethical conduct; and the responsibility to help ensure that high standards of professional and ethical conduct are upheld by fellow students, colleagues and peers by reporting incidents of academic and professional dishonesty observed in others.

      2. Each UMDNJ School shall have an Honor Code and/or Code of Professional Conduct which sets forth general principles of integrity and honesty as
well as ethical and professional expectations for behavior. These may be patterned after codes of behavior promulgated by national professional associations. These codes shall be distributed to students upon enrollment, incorporated into catalogs, student handbooks and/or other appropriate student materials, and discussed with students during their course of study. Students shall be informed at the same time that violations of the Code will be considered with the gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Violations of the Code may be considered a failure to adhere to the academic standards of the School.

The full policy can be reviewed at
http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-50_00.pdf

Thus, students who are not members of ACPE are encouraged to utilize the ACPE Code of Professional Conduct as the model for their Code of Conduct as well.
C. SUPERVISORY EDUCATION CURRICULUM

Eastern Pennsylvania Institute for Pastoral Supervision
(EPICS)
Supervisory Education Curriculum Plan
2008- 2009

Curriculum Summary: The EPICS supervisory education curriculum is a two-year, (1600 hour [450 structured learning and 1150 supervisory practice]) course of study that involves ACPE supervisory students in:
- An intensive examination of the theory and practice of Clinical Pastoral Education supervision (ACPE 313.1)
- The supervised practice of CPE supervision (ACPE313.2); and
- Learning activities that facilitate the integration of the theory and practice of CPE supervision with in the student’s personal professional and pastoral identity. (ACPE 313.3)

The EPICS Supervisory Education curriculum engages supervisory students in the action of pastoral supervision and critical reflection on the theory, practice and integration of CPE supervision that is generative of learning outcomes consistent with ACPE’s supervisory education learning outcomes Standards 315 through 319. This involves growing competence as a pastoral supervisor; in knowledge of the theories of supervision; in the practice of CPE supervision (including individual and group supervision); in CPE program design; and pastoral education through the integration pastoral/person identity, theology, theoretical knowledge in education and behavioral sciences and cultural competence in ones supervisory function. The EPICS program is equivalent to two (4) units of supervisory CPE.

Requirements for Enrollment: All supervisory students who attend EPICS must satisfy the following requirements.
- EPICS attendees must be enrolled in a participating accredited ACPE supervisory education program that provides individual supervision, grants access to students for supervision, and grants credit for completion of supervisory education units.
- EPICS attendees must be involved in the supervision of clinical pastoral education. Registration of credit for completion of the EPICS program shall be the responsibility of the accredited supervisory education program.

Role of the EPICS Faculty: The EPICS curriculum is a team teaching effort on the part of the EPICS faculty. We expect those supervising EPICS supervisory students to participate in the life of EPICS as follows.
- EPICS expects that ACPE supervisors supervising EPICS attendees will: maintain a regular schedule of individual supervision,
- Will be in attendance at seminars when their supervisory student is scheduled to present, and
- Will take shared responsibilities for didactic presentations and attend EPICS faculty meetings as scheduled.

Role of the EPICS Dean: The Dean of EPICS serves as the chair of the faculty for the program year. The Dean chairs planning meetings and faculty meetings, and otherwise works to maintain the schedule keep the program on schedule. The Dean publishes a syllabus for the program year following the faculties program-planning meeting. The Dean,
in consultation with EPICS participants will determine if an EPICS day should be cancelled due to weather. (See Weather Cancellations)

**EPICS Faculty Profiles**
Profiles of the current members of the EPICS faculty are found below in Appendix 1.

**Expectations for Supervisory Student Attendance:** EPICS is a group endeavor. A member’s absence from the group affects the whole. We expect EPICS attendees to be in attendance at all scheduled EPICS days. Students will notify their supervisor in advance if unable to attend due to illness or unavoidable conflicts.

Participation in EPICS requires attendance at the fall and spring Seminar on Supervision programs and at the spring meeting of the Eastern Region. EPICS students will plan to present at EPICS at least once a year. These events are calculated as part of the structured learning hours in the curriculum.

**Curriculum Overview**

<table>
<thead>
<tr>
<th>Module Themes For:</th>
<th>Year One, First Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical Pastoral Supervision</td>
<td>(Repeated in Year 1 and 2)</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>To develop a practice framework for CPE Supervision (317.1)</td>
<td></td>
</tr>
<tr>
<td>To discuss the methodology of supervision as presented in supervisory literature. (316.1)</td>
<td></td>
</tr>
<tr>
<td>Theory of Education</td>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td>To survey educational theory in support of an educational model that can be integrative of theory, practice and theology. (316.2)</td>
<td></td>
</tr>
<tr>
<td>Supervisory Theory</td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>To research and discuss theories of supervision providing an overview of supervisory literature</td>
<td></td>
</tr>
<tr>
<td>To identify and apply issues of multicultural competence in CPE supervision. (316.1,3)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Module Themes for:</th>
<th>Year One, Second Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Group Dynamics and Education</td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>To develop a theory of group process relevant to CPE.</td>
<td></td>
</tr>
<tr>
<td>To discuss supervisory methodologies in supervising CPE learning groups. 317.2.1&amp;2.</td>
<td></td>
</tr>
<tr>
<td>Supervisory as Pastor [sic] Theologian</td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>To discuss possible frameworks for the integration of supervisory practice and theology.</td>
<td></td>
</tr>
<tr>
<td>To explore how cultural diversity and ethnic identity affect one’s pastoral and theological assumptions. (319.1,2)</td>
<td></td>
</tr>
<tr>
<td>Module Themes for:</td>
<td>Year Two, Third Unit</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td><strong>Introduction to Clinical Pastoral Supervision</strong></td>
<td>(Repeated in Year 1 and 2)</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>To develop a practice framework for CPE Supervision (317.1)</td>
<td></td>
</tr>
<tr>
<td>To discuss the methodology of supervision as presented in supervisory literature. (316.1)</td>
<td></td>
</tr>
<tr>
<td><strong>Using One’s Self in Supervision</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>To explore a variety of frameworks for developing one’s self as a supervisor in relation to person, role and relationship to others. (315.1-6 &amp; 317.1.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Student Assessment and Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>To critically examine frameworks for student assessment utilizing both qualitative and empirical methodology while taking into account issues of culture and diversity. To discuss a framework for student evaluation including guidelines in evaluation writing. (315.6, 316.3, 317.1.2&amp;3)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Module Themes for:</th>
<th>Year Two, Fourth Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing and Managing a CPE Program</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>To review ACPE standards and requirements for CPE programs. To discuss topics related to the management of CPE programs. To develop a CPE program plan. (318.1-9)</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting One’s Self as a Supervisor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>To explore with students interpersonal and intrapersonal issues related to the presentation of one’s work for certification. (319.1,2)</td>
<td></td>
</tr>
</tbody>
</table>

**Daily Program Schedule:** EPICS holds its program on Fridays as scheduled. The program day begins at 09:00 a.m. and ends at 3:30 p.m. The objective of the program day is to engage supervisory students in “learning activities that facilitate the integration of the theory and practice of CPE supervision within the student’s personal, professional and pastoral identity.” (ACPE 313.3) The program day aims to weave an intensive examination of the theory and practice of supervision together with reflective and integrative activities to support the supervisory students growing competence in Clinical Pastoral Education.

**9:00 a.m. Supervisory Peer Group**

The supervisory peer group meets for 90 minutes. An EPICS faculty member supervises the peer group. The principle focus of the supervisory peer group is to focus issues relevant to the supervisory students development as a “pastoral supervisor”. The peer group process supports a deepening of personal integrity and pastoral identity, emotional and spiritual maturation, formation of meaningful pastoral relationships, ability to self supervise, refinement of professional identity as a clinical pastoral educator and growing awareness of the interaction of cultural and social factor in the supervisory student’s development and relationships. (ACPE Supervisory Outcome 315.1-6)
**10:45 a.m. Supervisory Seminars**

In the supervisory seminar, supervisory students present their work (typically video tapes) with CPE students and programs. The seminar is 90 minutes in length. EPICS faculty supervise the seminar. The objective of the seminar is to facilitate the integration of theory and practice of CPE supervision within the student’s personal, professional, and pastoral identity. (ACPE 313.2.) Because the focus of these seminars is both supervisory and integrative the seminars support student work related to all supervisory CPE outcomes.

**1:00 p.m. Teaching Seminar**

The teaching seminar is 60 minutes in length and is lead by EPICS faculty and invited speakers. The objective of the seminar is the presentation and discussion of the content focus of each instructional module. (ACPE 313.1) The content of these presentations support students’ development of an understanding of the theory, practice, and educational philosophy, the impact of culture on clinical pastoral learning. (ACPE Supervisory Outcomes 316.1-3.)

**2:30 p.m. Core Content Reading Seminar**

The reading seminar is a student lead study and presentation group the objective of which is to develop student's understanding of the content related to the theory, practice, and integration of CPE supervision. (ACPE 313.1) The subject matter is the EPICS bibliography and supervisory students are expected to cover the bibliography over the course of the two-year program cycle. The bibliography designates core readings for each module. The content relates to all supervisory CPE learning outcomes.

**Supervisory Student Practice and Supervision Requirements**

Supervisory Students are required to accumulate 300 hours of supervisory related clinical experience during the course of a term (supervisory unit). This time includes direct supervision of students and CPE program components under the supervision of an EPICS faculty member, as well as time spent in planning and preparation.

**Pre-Candidacy Supervisory Students:** ACPE does not permit supervisory students enrolled at the pre-candidacy level to supervise student in a CPE program. A supervisory student who participates in a CPE program unit must be accompanied at all times their supervisor. This does not preclude the student observing or interacting with student under the supervision of the programs primary supervisor. Supervisory students pre-candidacy may not sign CPE student evaluations. (The supervisor must directly observe the supervisory student when involved in individual or group supervisory activities and may observe individual supervisory conferences.)

**ACPE Supervisory Candidates:** A supervisory candidate may conduct CPE programs and supervision independently under supervision. Supervisory candidates must videotape sessions for review by their supervisor and maintain a schedule of supervisor conferences involving not less than four hours of individual supervision per month. Supervision may be done by phone; however Candidates supervising a unit must meet in person with their supervisor at least monthly.
**ACPE Associate Supervisors:** ACPE authorizes Associate Supervisors to function autonomously as CPE supervisors. Associate supervisors are welcome to attend EPICS and utilize EPICS faculty members for consultation. Associate Supervisors are welcome to participate as teaching faculty on certain didactic topics, but are not authorized provide direct supervision to supervisory students or supervisory candidates.

**Planning and Evaluation:** The EPICS curriculum is a twenty-four month long program. We have organized the EPICS curriculum in ten four to five-session modules. The faculty meets as a group at each session unless otherwise notified. The focus of faculty meetings alternate between meeting to coordinate, plan, and review student progress and meeting as a peer group. Evaluation takes place twice a year during the 12th and 24th program meeting.

**Operational Notes and Guidelines:**
- **Instructional Hours:** EPICS meets on Fridays twice a month for six hours between 9:00 a.m. and 3:30 p.m. These meetings account for 72 of the minimum 100-structured learning hours required for a unit of supervisory education. We expect students to engage in regular individual supervision, personal reading and study, and time in preparation. The time spent in individual supervision and self-directed learning is not less than 40 hours per unit.

EPICS has included the twice yearly Seminar on Supervision as a core element of its curriculum. We expect students enrolled in EPICS make clinical presentations at EPICS at least once a year.

- **Selected Readings:** The curriculum specifies the basic reading for each semester in the two year cycle. We encourage students in EPICS to read extensively and not limit their attention to the basic bibliography only.

- **The Reading Seminar:** Thought ACPE does not grant a degree for Supervisory Education, the program of supervisory education is a doctoral level program of study. The expectation for study at the doctoral level is that student work cooperatively to collaborate in reading and studying the core content of the field of study. When a group collaborates in its reading and study all can benefit, and cover more material than one person is able to by themselves. The reading seminar is in essence a study group. The quality of the learning gained is in direct proportion to the groups commitment to mutual study.

- **Group Presentation Guidelines:**
  - A faculty supervisor will supervise clinical presentations according to a rotations determined by the faculty.
  - Clinical presentation groups will rotate membership at the end of each module.
  - One faculty supervisor will supervise large group presentations. Other faculty in attendance will observe from outside the circle.
  - Students may elect to present videotape or draft papers during small or large group sessions.
  - We encourage students to present videotapes that focus on the content of the current module.
The EPICS Supervisory Curriculum

- **Introductory Module: Introduction to Clinical Pastoral Supervision** *(The introductory module is repeated at the beginning of each 12 month cycle.)*
  
  **Schedule:** Five Sessions
  
  **Focus:** Basic Framework for supervisory practice.
  
  **Objectives:**
  
  - To develop a practice framework for CPE Supervision (317.1)
  - To discuss the methodology of supervision as presented in supervisory literature. (316.1)

  **Faculty Lecture Coordinator:** Greg Stoddard
  
  **Faculty Peer Group Facilitator:** Faculty

  **Assigned Reading:**
  

<table>
<thead>
<tr>
<th>Curriculum Event</th>
<th>Sept. 12</th>
<th>Sept. 26</th>
<th>Oct. 3</th>
<th>Oct. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Defining Supervision</td>
<td>Working with Learning Goals (Early Phase)</td>
<td>Working w/ Problems about Learning (Middle Phase)</td>
<td>Resolving The Impasse' And Working Through (Late Phase)</td>
</tr>
<tr>
<td>Working with Learning Goals (Early Phase)</td>
<td></td>
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<tr>
<td>Building a Supervisory Alliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Steere, Chap. 1, 2 &amp; 3</td>
<td>Steere, Chap. 4</td>
<td>Steere, Chap. 6,7,12&amp;13</td>
<td>Steere, Chap. 8</td>
</tr>
</tbody>
</table>

**Curriculum Focus for Year One:**

- **Introductory Module:** See Above.

- **First Quarter:** Theory of Education
  
  **Focus:** Developing a theory of learning and teaching
  
  **Objective:**
  
  To survey educational theory in support of an educational model that can be integrative of theory, practice and theology. (316.2)

  **Faculty Lecture Coordinator:** Greg Stoddard
  
  **Faculty Peer Group Facilitator:** Bob Cholke/Joe Leggieri

  **Assigned Reading:**
  
• **Second Quarter:** Supervisory Theory  
  Focus: Developing a theory of clinical pastoral supervision  
  **Objectives:**  
  To research and discuss theories of supervision providing an overview of supervisory literature  
  To identify and apply cultural awareness to issues of multicultural competence in CPE supervision. (316.1,3)  
  Faculty Lecture Coordinator: Ralph Ciampa  
  Faculty Peer Group Facilitator: Bob Cholke/Joe Leggieri  
  Assigned Reading:  

• **Third Quarter:** Theory of Group Dynamics and Education  
  Focus: Developing theories to support group-learning endeavors  
  **Objectives:**  
  To develop a theory of group process relevant to CPE.  
  To discuss supervisory methodologies in supervising CPE learning groups. (317.2.1&2.)  
  Faculty Lecture Coordinator: Cathy Bickerton  
  Faculty Peer Group Facilitator: Bob Cholke/Joe Leggieri  
  Assigned Reading:  

• **Fourth Quarter:** Supervisor as Pastor [sic] and Theologian (4 sessions)  
  Focus: Supervision as Practical Theology  
  **Objectives:**  
  To discuss possible frameworks for the integration of supervisory practice and theology  
  To explore how cultural diversity and ethnic identity affect one’s pastoral and theological assumptions. (319.1,2)  
  Faculty Lecture Coordinator: Ralph Ciampa  
  Faculty Peer Group Facilitator: Joe Leggieri  
  Assigned Reading:  
  • Anton Boison, *Out of the Depths*.  
Curriculum Focus for Year Two:
Introductory Module: Five Sessions (Repeat from Year One)

- **Fifth Quarter:** Use of Self in Supervision  
  Focus: The interaction of the person of the supervisor with the supervisory event.  
  **Objectives:**  
  To explore a variety of frameworks for developing one's self as a supervisor in relation to person, role and relationship to others (315.1-6 & 317.1.5)  
  Faculty Lecture Coordinator:  
  Faculty Peer Group Facilitator:  
  Assigned Reading:  

- **Sixth Quarter:** Student Assessment and Evaluation (5 sessions)  
  Focus: Developing a framework for assessment of student learning styles, maturity, and development, and evaluation of progress  
  **Objective:**  
  To critically examine frameworks for student assessment utilizing both qualitative and empirical methodology while taking into account issues of culture and diversity  
  To discuss a framework for student evaluation including guidelines in evaluation writing (315.6, 316.3, 317.1,2&3)  
  Faculty Lecture Coordinator:  
  Faculty Peer Group Facilitator:  
  Assigned Reading:  

- **Seventh Quarter:** Developing and Managing a CPE Program (4 sessions)  
  Focus: Developing a conducting CPE programs according the ACPE Standards and accreditation requirements  
  **Objective:**  
  To review ACPE standards and requirements for CPE programs.  
  To discuss topics related to the management of CPE programs.  
  To develop a CPE program plan. (318.1-9)  
  Faculty Lecture Coordinator:  
  Faculty Peer Group Facilitator:  
  Assigned Reading:
• ACPE Manuals

• **Eighth Quarter: Presenting One’s Self as Supervisor (Suggest 4 sessions)**
  Focus: Preparing for and Meeting ACPE Committees.
  Faculty Lecture Coordinator:
  **Objective:**
  To explore with students interpersonal and intrapersonal issues related to the presentation of ones work for certification. (319.1,2)
  Faculty Peer Group Facilitator: Joe Leggieri
  Assigned Reading:
  • ACPE Certification Manual (Review)
  • George I Hunter, *Supervision and Education: Formation for Ministry*, pp. 27-29 and pp 76 ff.

  Faculty Lecture Coordinator:
  Faculty Peer Group Facilitator:
**EPICS SCHEDULE**

**September 2008 – August 2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12</td>
<td>Introduction to Supervision <strong>(Note: No Peer Group: Students and Faculty will meet jointly at 09:00)</strong></td>
</tr>
<tr>
<td>September 26</td>
<td>Introduction to Supervision</td>
</tr>
<tr>
<td>October 3</td>
<td>Introduction to Supervision</td>
</tr>
<tr>
<td>October 10</td>
<td>Introduction to Supervision</td>
</tr>
<tr>
<td>October 31</td>
<td>Use of Self a Supervisor</td>
</tr>
<tr>
<td>November 9-10</td>
<td>Seminar on Supervision at Stony Point</td>
</tr>
<tr>
<td>November 21</td>
<td>Use of Self a Supervisor</td>
</tr>
<tr>
<td>December 5</td>
<td>Use of Self a Supervisor</td>
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<tr>
<td>December 19</td>
<td>Use of Self a Supervisor</td>
</tr>
<tr>
<td>January 9</td>
<td>Student Assessment and Evaluation</td>
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<tr>
<td>January 23</td>
<td>Student Assessment and Evaluation</td>
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<tr>
<td><strong>February 13</strong></td>
<td><strong>Unit Evaluations</strong></td>
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<tr>
<td>February 27</td>
<td>Student Assessment and Evaluation</td>
</tr>
<tr>
<td>March 13</td>
<td>Student Assessment and Evaluation</td>
</tr>
<tr>
<td>March 27</td>
<td>Developing and Managing a CPE Program</td>
</tr>
<tr>
<td>April 3</td>
<td>Developing and Managing a CPE Program</td>
</tr>
<tr>
<td>April 17</td>
<td>(Flex for SoS)</td>
</tr>
<tr>
<td>May 1</td>
<td>Developing and Managing a CPE Program</td>
</tr>
<tr>
<td></td>
<td><strong>(No EPICS on 5/29)</strong></td>
</tr>
<tr>
<td>June 12</td>
<td>Presentation as a Supervisor</td>
</tr>
<tr>
<td>June 26</td>
<td>Presentation as a Supervisor</td>
</tr>
<tr>
<td>July 10</td>
<td>Presentation as a Supervisor</td>
</tr>
<tr>
<td>July 24</td>
<td>Presentation as a Supervisor</td>
</tr>
<tr>
<td><strong>August 7</strong></td>
<td><strong>Final Evaluations</strong></td>
</tr>
</tbody>
</table>

Please note that the Spring 2009 Seminar on Supervision is not scheduled yet. It will replace one of the Fridays in April or May as a required component of the EPICS curriculum.
D. ADMINISTRATIVE FORMS

Sample Letter of Agreement with Placement Agency
Photo Release Form
Pastoral Statistics Form
2009-2010 Schedule
INTERAGENCY LETTER OF COLLABORATION FOR
CLINICAL PASTORAL EDUCATION 2008-2009
between
THE UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY
ROBERT WOOD JOHNSON MEDICAL SCHOOL/ THE BOGGS CENTER
and
PLACEMENT AGENCY

This agreement between The Boggs Center, a training program accredited with the Association for Clinical Pastoral Education and Placement Agency is for education and pastoral care services. The following terms of agreement will apply to CPE programs provided to Placement Agency by The Boggs Center and its CPE supervisor.

1. The Boggs Center ACPE accreditation will cover CPE students placed at Placement Agency as long as a certified ACPE supervisor at The Boggs Center is providing supervision of CPE students.

2. Placement Agency will assume any and all required insurance liability incurred by CPE students who are not already covered by their educational institution or ecclesiastical judicatory while engaged in pastoral care to persons served by Placement Agency. Usually CPE students will be covered under the same conditions as a volunteer.

3. UMDNJ provides for professional and general liability coverage insuring the University and its faculty, and employees performing activities under this agreement through a program of self-insurance providing limits of coverage of $1,000,000/$3,000,000 on an occurrence type basis pursuant to NJSA 59 1-1, et.seq., the State of New Jersey Tort Claims Act.

4. Placement Agency will designate one staff person, approved by the Boggs Center CPE supervisor, to provide an on-site mentoring relationship with the CPE student. Expectations of the mentoring relationship will be provided in writing in The Boggs Center CPE Program Student Manual.

5. The Agency will adhere to all relevant policies and procedures for the program as outlined in the Student Handbook, including the Complaint Procedure and the ACPE Code of Ethics.

6. Placement Agency will form a consultation committee ideally composed of the following representatives: the onsite mentor, a consumer of the agency's services, staff who will be working closely with the student, and a family member of a consumer, and a community clergyperson. The makeup of the committee is not as important as its functions in orientation, support, feedback, and evaluation.

A University Center for Excellence in Developmental Disabilities Education, Research, and Service
7. There will be continued consultation and collaboration between The Boggs Center CPE supervisor and Placement Agency director and staff as is necessary for the purpose of maintaining good communication and program continuity.

8. The CPE student will abide by Placement Agency policies and procedures, including, but not limited to, confidentiality, orientation, training, and pre-service health exam.

9. Placement Agency will pay The Boggs Center three thousand dollars ($3,000) per student for The Boggs Center CPE supervisor’s time, prorated ACPE national and regional fees, and administrative costs. An invoice will be sent after the program begins. The students will pay a tuition fee to The Boggs Center CPE program. Fees will be reviewed annually.

10. Students will provide their own transportation, including travel between the agency and the groups sessions, unless otherwise negotiated with the agency.

11. For the 2008-2009 CPE Extended Unit, student name will be placed at Placement Agency for approximately 10 hours of clinical time per week each, with 6 hours of group seminars and supervision at The Boggs Center.

12. This agreement will be reviewed annually, and will begin on September 10, 2008 and end on May 13, 2009. The agreement must be signed before the start date for the placement to begin.

13. This agreement may be terminated if and when, for good reasons, the parties of either agency determine the relationship between these programs is not progressing in a manner that is not mutually beneficial to each agency. See Policy and Procedures for Discipline.

_____________________________  Date
Francis X. Colford, Sr. Vice President, Administration and Finance

_____________________________  Date
Director, Placement Agency

_____________________________  Date
Deborah M. Spitalnik, Ph.D., Executive Director, The Boggs Center

_____________________________  Date
Bill Gaventa, CPE Supervisor, The Boggs Center

_____________________________  Date
On Site Mentor, Placement Agency

A University Center for Excellence in Developmental Disabilities Education, Research, and Service
PHOTOGRAPH RELEASE FORM

Name: __________________________________________________________

Address: _______________________________________________________

I grant permission to The Elizabeth M. Boggs Center on Developmental Disabilities (The Boggs Center) to use my photograph taken at:

______________________________________________

(Name of event or occasion)

I understand that the photograph may be used in the future for Boggs Center displays or publications.

Signature: __________________________

Date: ______________________________
# The Boggs Center-UCE Clinical Pastoral Education Program

## Clinical Placement Report/Log

**Student:** ________________________________________  **Month:** __________________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Spent (Week Total)</th>
<th>Pastoral Care/visits</th>
<th>Pastoral Counseling</th>
<th>Pastoral Leadership</th>
<th>Team Meetings</th>
<th>Community Contacts</th>
<th>Training/Education</th>
<th>Technical Assistance</th>
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</thead>
<tbody>
<tr>
<td></td>
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*Track areas of activity by the amount of time spent in each. If you wish to add numbers of people, sessions, etc, you may do so but that is not required.

*Make two copies. One goes to the CPE Supervisor and one to the On-Site Mentor at the end of each month.

*You can also do this electronically and keep track for the year. Students need a minimum of 300 hours of ministry at their placement site.