



## **CPE Student Handbook**

### **§1 – Systems Center Policies and Procedures**

(ACPE Standard 4)

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The ACPE is a nationally recognized accrediting agency of CPE by the U.S. Secretary of Education through the U.S. Department of Education.

*Note: Possession of this handbook does not imply that there is an educational contract agreement or that the person in possession of the handbook is enrolled in the CPE program or employed by NYU Langone Health.*

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## Statement of Accreditation

NYU Langone Health is accredited by the Association for Clinical Pastoral Education, Inc., Atlanta, Georgia to offer Level One, Level Two, and Certified Educator CPE.

### Contact Information:

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## A Brief History of CPE at NYU Langone Health

The CPE program at NYU Langone Health Tisch Hospital in Manhattan was started by Rev. Paul D. Steinke. Dr. Steinke was hired by HealthCare Chaplaincy Inc. (a non-profit health care organization) to serve as NYU's CPE Supervisor and Director of Pastoral Care in 1985. The CPE program ran for twenty years under the leadership of Rev. Steinke (1985-2005), who upon leaving to take a position at the nearby Bellevue Hospital was followed by CPE Supervisors Rev. Trudi Jinpu Hirsch-Abramson and Rev. Meigs Ross (2005), Fr. John Bucchino (2006), Alfred Kalunga Kambaki (2006-07), Rev. Martin Montonye (2007-5/2009), and the Rev. Johnny C. Bush (6/2009). From 2010-13 the Rev. David Fleenor was hired by HealthCare Chaplaincy to serve as part-time Manager and part-time CPE Supervisor at NYU. Followed by Rev. Christine Davies (2014-2016), who was then succeeded by Rabbi Yael Shmilovitz,

NYU Langone Medical Center (re-named NYU Langone Health in 2017) continued to function as a satellite of HealthCare Chaplaincy for thirty three years, since the program's inception in 1985, offering full-time units during the summer, extended as well as full-time units during the academic year, and until 2012, a supervisory education residency. The need to re-imagine the scope and offerings of the CPE program became evident when NYU Langone Hospital–Brooklyn (previously named Lutheran Medical Center), an acute-care teaching hospital in Brooklyn's Sunset Terrace neighborhood, joined NYU Langone in 2016.

On the Brooklyn campus, Clinical Pastoral Education had a long history dating back to the early 1960's when Lutheran Medical Center ran its long standing CPE program directed by Rev. Arne Jessen, Peter Poulos and in the 1970's Rev. David Farley and Rev. Kai Borner. Lutheran Medical Center remained accredited for CPE as an independent center until the 1980's. Beginning in 2004, Lutheran Medical Center (renamed NYU Langone Hospital–Brooklyn in 2017) has been a site-placement of Lutheran Services New York Alliance (LSNYA), a faith-based collaboration among six Lutheran social service and healthcare organizations whose mission is to bring pastoral care services to the people they serve. Lutheran Services New York Alliance, based in the New York City metropolitan area, has been accredited by ACPE since 2007. Spearheading and leading the creation of LSNYA were CPE Supervisors Rev. Dr. Serge Castigliano and the Rev. Don Stiger, Vice-president of Mission and Spiritual Care at Lutheran Medical Center.

After the two campuses, Manhattan and Brooklyn merged in 2016, in alignment with the larger organizational goal to become a fully integrated world-class academic medical system, several changes that impacted the CPE program ensued. The hiring of Rev. Jon Overvold as Senior Director of Mission and Spiritual Care to oversee Spiritual Care at both the Manhattan and Brooklyn campuses. The re-envisioning of the CPE program as an independently accredited robust system-wide program that would allow NYU Langone Health to expand the scope of its educational offering. This would include a cross-campus year-long residency, a Certified Educator residency, and an additional number of Level I/II CPE programs.

In November 2017 NYU Langone Health submitted an application to ACPE for independent accreditation as a system-centered institution with two component sites: NYU Langone Health – Tisch Hospital, and NYU Langone Hospital – Brooklyn. NYU Langone Health was approved as an accredited System Center with two component sites – NYU Langone Health–Tisch and NYU Langone–Brooklyn. In November 2020, NYU Langone hired Rev. Dr. Martin Montonye as a contract CPE Educator.

## About ACPE

ACPE is the premier, Department of Education recognized, organization that provides the highest quality CPE programs for spiritual care professionals of any faith and in any setting. ACPE does this through a rigorous accreditation and certification process for centers and educators that provide CPE. The policies and procedures in this document were designed to be consistent with the ACPE Standards. NYU Langone Health upholds ACPE Values and evidences ethical conduct and responsibilities.

## Mission

*Positively affect people's lives by nurturing connections to the sacred through experiential education and spiritual care.*

## Vision

*Create measurable and appreciable improvement in spiritual health that transforms people and communities in the US and across the globe.*

## Values

- *Diversity and inclusion - demonstrated through cultural humility, attentiveness and collegiality.*
- *Integrity - demonstrated through trust, respect and excellence.*
- *Curiosity - demonstrated through listening, experiential models, innovation and creativity.*
- *Process - demonstrated through action/reflection, listening, experiential and relational models.*
- *Service - demonstrated through compassion, authenticity and growth.*

## NYU Langone Health Mission and Goals of CPE Program

(ACPE Standard 2)

The mission of the NYU Langone Health CPE Program is to provide quality education and spiritual/ pastoral care to patients, their families and staff of all hospitals in the NYU Langone Health system.

### *Program Goals*

- To develop students' competence as reflective, knowledgeable, and skilled pastoral/spiritual care practitioners.
- To advance the mission of NYU Langone Health: *to serve, to teach, and to discover. NYU is committed to making world-class contributions that place service to human health at the center of an academic culture devoted to excellence in research, patient care, and education.*
- To support the well-being and spiritual health of the communities we serve.
- To provide high quality Clinical Pastoral Education that prepares individuals to serve in diverse ministry settings.

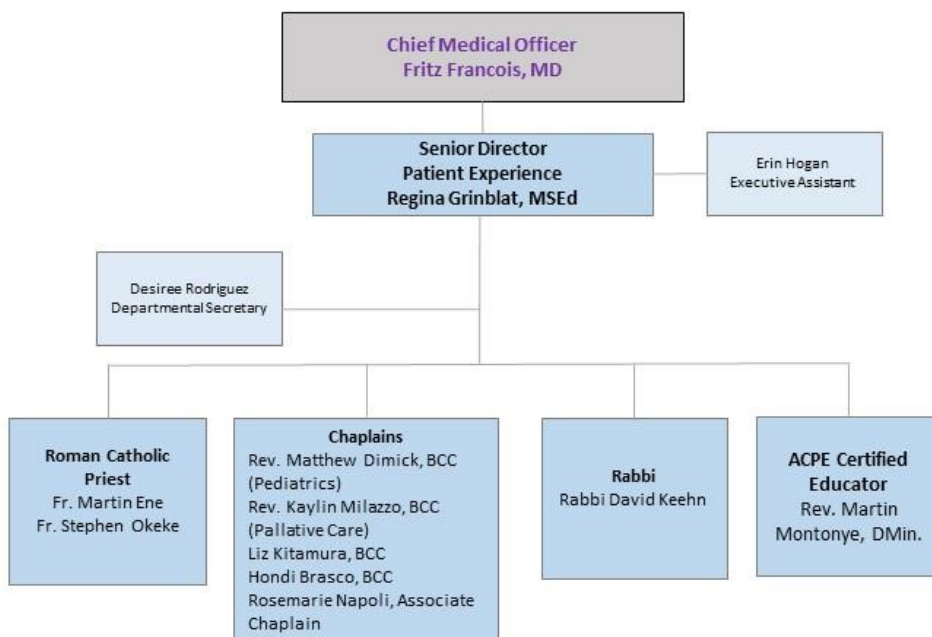
## Our Center is committed to

A. the embodiment of ACPE values in the management of its educational program and conduct of its business.

- B. policies and practices designed to promote both awareness and understanding of the diversity of race, ethnicity, religious/spiritual tradition, sexual orientation, gender identity, gender expression, age, disability, and culture that are part of the fabric of ACPE.
- C. alignment and consistency with ACPE values and center policies and practices.
- D. ensuring adherence to the ACPE Code of Professional Ethics for its educators and for its students where appropriate.

## Organizational Chart

(ACPE Standard 5)



## Professional Advisory Group for CPE

(ACPE Standard 5)

The professional advisory groups at both NYU Langone Health – Tisch and NYU Langone Hospital – Brooklyn include professors, local clergy, laity, and health care professionals. Each member serves a three-year term with eligibility for additional terms. The group meets twice a year to oversee the continuous quality improvement of the CPE programs at NYU Langone Health by offering advice, consultation, and support. Students interface with

the PAG primarily through exit interviews. Members of the PAG will also be available for career advising should students require it.

#### *ADVISORY COMMITTEE MEMBERS*

##### **NYU Langone Health – Tisch Hospital PAG**

Jeanne Abatemarco, RN, Manager, Department of Integrative Health Programs  
Stevens Asuncion, LCSW, Senior Social Worker  
Erin Barry, MSN, RN, CCM, ACM, NEA-BC, Manager, Care Management  
Steven Field, MD, Ethics  
Renee Gross, MSW, Senior Director, Social Work  
Maria Hertneck, Manager of Volunteer Services  
Rev. April Stace, PhD, CPE Alumni Representative  
Rev. Brooke Swertfager, Community Clergy Representative

Ex-officio:

Rev. Martin Montonye  
Regina Grinblat, MEd

##### **NYU Langone Hospital – Brooklyn PAG**

William Arosteui, Human Resources

Ex-officio:

Rabbi Kara Tav

## Types of CPE Programs

Level I CPE addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. A CPE student must meet Level I CPE outcomes, as documented in the Educator's evaluation, as a prerequisite for acceptance in Level II CPE. A consultation on learning goals, process and progress may also be required.

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 Certified Educator CPE.

Certified Educator CPE is a program through which 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.

## Types of CPE Units

The NYU Langone Health CPE Program offers up to two intensive summer units (one on each campus), extended units may be scheduled to run September through May, and may offer one year-long residency with clinical placements at both the Brooklyn and Manhattan campuses.

A unit of CPE is comprised of 400 hours. Successful completion of 400 hours (including center requirements) is registered as one credit of CPE in the ACPE database.

A unit includes a minimum of 100 hours of structured group and individual education and a minimum of 250 hours of supervised clinical practice in spiritual care. While individual centers must meet these minimum hour requirements, they may utilize the remaining 50 hours as best supports their program. The syllabus for the unit provides a breakdown of the hours for each component.

A half-unit of CPE is comprised of 240 hours. Successful completion of 240 hours (including center requirements) is registered as .5 credit of CPE in the ACPE database.

A half-unit includes a minimum of 60 hours of structured group and individual education and a minimum of 155 hours of supervised clinical practice in spiritual care. While individual centers must meet these minimum hour requirements, they may utilize the remaining 25 hours as best supports their program. The syllabus for the unit should provide a breakdown of the hours for each component.

For either a unit or a half-unit, our Center must demonstrate how we utilize the total number of hours.

Just as in the professional world, where requirements and obligations sometimes go beyond the "regular" day for spiritual caregivers, so too does this occur for CPE students. In limited cases, a student may be required to complete additional hours due to scheduling, extenuating circumstances, or certain events that necessitate the role of a spiritual caregiver.

These units use the action/reflection model of process education. In this model, the primary source of learning is the pastoral encounter followed by reflection on that encounter through case presentation to peers and/or Educators, written reflection papers, and participation in seminars where the student is encouraged to engage others as well as be engaged in the content and process of developing pastoral skills and formation.



## Location of ACPE Standards and Manuals

(ACPE Standard 4)

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

Log on to [acpe.edu](http://acpe.edu) – Resources – Standards & Manuals – and click the specific manual you wish to access from the menu. These include ACPE Standards, Code of Ethics (which is also in the student handbook), Accreditation and Certification Manuals.

## Policy Review Process

The ACPE-CPE Certified Educator reviews the ACPE Accreditation Manual at [acpe.edu](http://acpe.edu) prior to each unit. NYU Langone CPE Center policy changes are drafted and shared with the PAG. The student handbooks are updated to reflect policy changes. This process is designed to ensure that the Center policies meet the current ACPE Standards.

## The Relational Learning Environment

(ACPE Standard 1)

NYU Langone Health ACPE CPE provides a relational learning environment, which involves mutual trust, respect, openness, challenge, conflict and confrontation. This approach to learning fosters growth in self-reflection, pastoral formation, and pastoral competence, which includes knowledge, perspective and the development of clinical skills.

This approach assumes an individual learns best through active and independent investment of self in a stimulating environment – solving problems with others, wondering, conferring with an instructor, expressing ideas, role playing/clinical situations, and being expressive with materials. Healthy growth is a constant flux of experiencing and connecting, making gradual sense out of life and professional identity to establish one's place in it, moving towards autonomy and a meaningful personal reality. Based upon an adult model of education, students assume responsibility for their ministry and learning, while working as professionals within the hospital. The educational approach relies upon group process, clinically based, and grounded in the dialogue between theology and the behavioral sciences.

This educational approach fosters individualized learning based on each individual's stages of cognitive and social-emotional development. Developmental growth is more than just an increase in size and knowledge – it encompasses a qualitative difference as the individual integrates new understanding into the wholeness of self. The interactive learning environment is based on the premise that individuals learn best through active, meaningful experiences with people, environments, things and ideas. Interaction also refers to the connection between cognitive and affective spheres of development. Thinking and feeling are inescapable, intertwined. One's thinking ability is affected by one's feelings.

The NYU Langone ACPE CPE program views development as a process – not as something that happens to an individual, but rather as the result of the individual's lively interactions in the social and physical world. Development is also affected by the interaction of emotional and cognitive experiences.

## Sample Individualized Learning Plan

(ACPE Standard 1)

### NYU Langone Health CPE Individualized Learning Plan

CPE LEARNING CONTRACT FOR LEVEL I and LEVEL II

(ACPE Standard 1)

The CPE student whose name appears below has identified the following goals for their unit of CPE. The student agrees to work on these goals for the duration of the unit. If these goals change, the student will notify the CPE Certified Educator and re-negotiate the learning contract. Progress with these goals will be evaluated at the end of the unit. The student will utilize the CPE methodologies from the handbook to attain the goals. Discuss your learning strengths and limitations. List your learning goals and describe the means to achieve these goals.

The CPE Certified Educator has reviewed, negotiated, and clarified these goals with the CPE student and agrees to supervise the CPE student with these goals in mind.

The CPE Certified Educator and student will work together to see that all of the items listed in the student's rights and responsibilities will be fulfilled. The CPE Certified Educator will serve as a consultant, facilitator, mentor, coach and colleague in the student's educational process. The CPE Certified Educator agrees to provide timely feedback that includes a balance of challenge, support, confrontation, and clarification during the CPE program.

The CPE Certified Educator will keep the focus of CPE on a process-oriented method of education action. Moreover, a reflection model that is congruent with a philosophy of adult education prescribed by the ACPE Standards. The CPE Certified Educator will not serve as the student's therapist. The students' signature indicates that the student has developed the goals above and agrees to focus on these goals for the duration of the unit. The student agrees, if requested, to share the initial draft of these goals with the peer group in the "goals seminar" for feedback and clarification and then submit a final draft no later than the fourth week of the unit. To fulfill this contract, the student agrees to cover units and floors as assigned by the CPE Certified Educator and / or negotiated with the peer group.

Effective dates of learning contract: \_\_\_\_\_

ACPE Certified Educator's signature: \_\_\_\_\_

CPE Student's signature: \_\_\_\_\_

## Admissions Policy

(ACPE Standard 4)

### PURPOSE

To define the policy and procedure for admission to Level I, Level II and Certified Educator CPE at NYU Langone Health so that all qualified applicants have equal opportunity to apply.

### POLICY

NYU Langone Health considers all qualified applications for Clinical Pastoral Education (CPE). NYU Langone Health does not discriminate against **persons because of race, ethnicity, religious/spiritual tradition, sexual orientation, gender identity, gender expression, age, disability**. 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 each level of training.

### PROCEDURE

#### *Level I/Level II Admissions*

Requirements for admission to CPE Level I/ Level II programs are listed below and must be completed prior to formal admission.

- A completed ACPE application to the satisfaction of the CPE Certified Educator(s).  
[https://acpe.edu/docs/default-source/default-document-library/cpe-applications/cpe-application-2020-\(5\)-\(1\).pdf](https://acpe.edu/docs/default-source/default-document-library/cpe-applications/cpe-application-2020-(5)-(1).pdf)
- An admission interview with an NYU Langone Certified Educator for persons applying for an initial unit of CPE to determine readiness for clinical learning.
- Prefer students with a Master's Degree in Divinity or Theology, enrolled in seminary, or pursuing ministry credentials.
- Either graduation from high school/GED or ordination by a religious/spiritual tradition or commission to function in spiritual care by an appropriate religious/spiritual authority as determined by ACPE.
- A signed Use of Clinical Materials Consent Form
- Students may be required by the specific site (hospital) to pass a drug screen test and criminal background check. This is Standard Operating Procedures for all hospital personnel whether you are an employee, student, or volunteer and is for the specific purpose of protecting the patients. Failure to pass these tests will result in immediate dismissal from the program.
- An acceptance letter must be signed and returned with fee (see tuition and financial policy) before the admission process is complete.

#### Minimum Requirements for Admission to Level I CPE:

- A college degree or significant experience in ministry
- Some theological/spiritual education or training
- Ability to establish interpersonal relationships
- Ability to function in a group
- Motivation to change and grow
- Basic computer skills

#### Additional Requirements for Admission to Level II CPE:

- At least one unit of Level I CPE
- Some theological/spiritual education or training
- Documented ability to use the CPE process for learning
- A basic level of professional identity and formation

At all levels, the CPE student must sustain sufficient physical and emotional health to deliver pastoral care. The student must demonstrate the capacity to consistently establish and maintain relationships at significant levels and be open to learning, change and growth. The CPE student must demonstrate a capacity to endure at least moderate amounts of chaos, which is a normal part of institutional culture.

Students applying to NYU Langone Health will receive an acknowledgement and information about the status of the application from the department secretary within ten days of receipt.

Formal admission criteria and processes vary according to level and duration of program. Such admissions requirements and procedures shall be in compliance with ACPE Standards.

#### *Certified Educator CPE Program Admissions*

The ACPE Certification Process has two parts to the admission process:

Part One: Application and acceptance to a local ACPE Accredited Center

Part Two: Application and acceptance to become a Certified Educator Candidate with ACPE

Requirements for admission to the Certified Educator CPE program at NYU Langone Health include, but are not limited to:

- A completed CEC (Certified Education Candidate) application which can be found on the ACPE website.
- An admissions interview with an NYU Langone National Faculty Certified Educator, and at least one reviewer appointed by the Chair of the ACPE Certification Commission.
- Following acceptance to the Certified Educator CPE program at NYU Langone Health, each candidate must also submit an application and be accepted to become a Certified Educator Candidate with ACPE.
- Refer to the Certified Educator CPE Handbook (section 4) to review the specific competencies required for entry into the Certified Education Program.
- Refer to [acpe.edu](http://acpe.edu) – *Certification – New Certification Process Frequently Asked Questions* for more detailed information about the admissions process.

## Financial Policy

(ACPE Standard 4)

### PURPOSE

To define the financial policy and procedures regarding payment of tuition and fees related to Level I and Level II Clinical Pastoral Education (CPE).

### POLICY

Tuition and related fees are established and approved by the Administration of NYU Langone Health in consultation with the CPE Professional Advisory Group. If applicable, stipend and benefits are determined by NYULH Human Resources in consultation with the Department of Spiritual Care.

### PROCEDURES

The following procedures apply for Level I and Level II CPE:

- An application fee of \$50 is required for first-time applicants to Level I and II CPE units. The application fee is waived for returning CPE students.
- Application fees are non-refundable and are not applied to the cost of tuition.
- Tuition is \$700 per CPE unit.
- Tuition is due the first day of the unit. If student cannot pay the full tuition by the first day of the unit, student must arrange payment plan with department secretary.
- Students who are accepted into the CPE programs pay a non-refundable deposit of \$200 to confirm their acceptance and reserve a place in the particular program. Positions will not be held open for applicants unless the deposit and a written confirmation have been received in advance of the unit's start.
- Checks for tuition, application fees, and deposits are payable to NYU Langone Health – CPE.

The NYU Langone Health CPE program makes scholarship assistance available in the form of partial waiver of tuition according to student need and availability of funds. Scholarships will be allocated by consultation with the ACPE Certified Educator and the Senior Director, Patient Experience. Scholarships are limited and granted on a first-come, first-served basis.

- All CPE Certified Educators and CEC's are required to address the issue of tuition payment at the time of the CPE applicant's admission interview so that the applicant is clear regarding their responsibility to pay tuition.
- NYU Langone will provide an invoice if required by a student's tuition-paying faith group or seminary. The student will provide the name and address of where to send the invoice.
- Students who have not paid their tuition by mid-unit will be reminded either by the department secretary or the CPE Certified Educator via email or direct conversation with the student.
- NYU Langone's CPE financial policy does not allow for the extension of tuition payments beyond the last day of the CPE unit. The last day of the unit is defined as the day when the last group session takes place and the students are dismissed from their responsibilities. Requests for extensions of tuition payment beyond the last day of the unit will not be granted. There are no exceptions.
- Students who fail to pay tuition by the last day of the unit will not be registered for credit and will not receive a CPE certificate or an evaluation.
- Students who wish to enroll in consecutive units of CPE must have their tuition paid in full for the current unit in which they are enrolled. A student will not be allowed to enroll in the next unit if their tuition from a previous unit is unpaid.
- Tuition payment is also included in the student's Rights and Responsibilities Policy.

### *Policy for Tuition Refunds*

- A student who enrolls for a full unit and pays full tuition will not receive any refund if he / she fails to complete a unit or chooses to renegotiate for a half unit after the fourth week of the program.
- A student, who withdraws without notice, fails to attend or “abandons” his/her CPE program and CPE responsibilities will not be granted a tuition refund.
- A student who withdraws from the CPE program for medical reasons or reasons beyond his/her control is entitled to a refund as follows:
  - Before the first day of class 100%
  - By the end of the first week of class 50%
  - Before the end of third week of class 25%
  - After the third week of class 0%
- Students who withdraw for medical reasons must provide a physician’s letter documenting the medical reason for the withdrawal.

### *Incidental Charges*

With permission, students may use the copy machine and other office equipment at no cost to duplicate verbatims and CPE materials.

### *Hardship*

The CPE Certified Educator(s) may consider a reduction of the tuition if a student can demonstrate need or hardship. Applicants must provide documentation of income, assets and other financial records as requested in order to be considered. Decisions are made on a case-by-case basis and must be approved by the CPE Certified Educator(s) or the Senior Director of Patient Experience.

## Grievance/Complaint Policy

(ACPE Standard 4)

### PURPOSE

The purpose of this policy is to ensure ACPE students' rights to due process by providing a mechanism for the handling of complaints or appeals. Students receive a written copy of this policy and procedure at the time of the unit orientation. Implementation of this policy is the responsibility of the ACPE Certified Educator, the Senior Manager of Patient Experience, and the Professional Advisory Group.

This policy includes hyperlinks to the most current grievance and complaint ACPE policies at [acpe.edu](http://acpe.edu)

### POLICY

The CPE program at NYU Langone Health encourages persons to work out differences informally, face to face and in a spirit of collegiality and mutual respect. Our goal is to help all to learn and grow through effective conflict resolution. It is recommended that the complaint be resolved at the closest possible level of relationship. However, if informal discussion and pastoral communication do not resolve differences and when the complainant or group of complainants desires to register a formal complaint, there is a procedure in place for processing complaints.

### DEFINITIONS:

A **complaint** is defined as a concern, presented in writing and involving an alleged violation of the ethical, professional, and/or educational criteria established by the ACPE Standards.

A **student** is defined as any person enrolled in the CPE program for credit.

**Mediation** is a cooperative process, which 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 ACPE Executive Director / CEO [trace@acpe.edu](mailto:trace@acpe.edu) to discuss the possibilities for resolving the conflict in this manner.

### PROCEDURE/PROCESS:

#### I. Informal Proceedings within NYU Langone Health CPE Program:

In the event of any complaint involving the NYU Langone Health CPE program, any function of the Department of Spiritual Care or any of its entities, or its supervisory staff, the student will inform his/her Certified Educator of the complaint in order to seek resolution. It is the responsibility of the student to inform his/her Educator that a complaint is involved. The Educator will schedule a meeting within twenty-four (24) hours or as soon thereafter as is possible. If the complaint is against the CPE Certified Educator, and it remains unresolved, the complaint becomes a formal proceeding.

## II. Formal Proceedings within the NYU Langone Health system:

- A. If the complaint is not resolved the student will write the complaint and submit it to the Senior Director of Patient Experience, within seven (7) days. This person will convene the complainant and the other involved parties for a discussion within fourteen (14) days of receipt of the written complaint. At this level, alternative solutions will be considered in hope that they will be implemented.
- B. The written complaint must include:
  - A description of the occurrence/situation precipitating the complaint, specifically including the dates and times of all events;
  - 1. The name of all persons who, in the student's opinion, are involved in the concern;
  - 2. A statement, which provides the student's suggested resolution of the complaint including the student's reasons for the suggestions. If the complaint involves the allegation of a breach of personal or professional conduct or ethics on the part of an ACPE Certified Educator, the aggrieved must send a copy of the written complaint to the Executive Director/ CEO of the ACPE.
- C. If the complaint does not reach satisfactory resolution, the written complaint, along with the relevant documentation will be submitted within two (2) working days to the members of the Professional Advisory Group. The chairperson of the Professional Advisory Group will refer the matter to a complaint sub-group of five (5) members, chosen from among the Professional Advisory Group member. This group will meet within ten (10) working days of the request. The chairperson participates in this sub-group in a consultative role, and has no vote.
- D. The complaint sub-group meets at the center and may elect to make decisions based on the written documents available, or they may convene a hearing. They will have authority to examine any records, or interview those directly or indirectly involved in the alleged incident. The final decision of this sub-group will be determined by the majority vote of the five (5) members, and the process will be completed within sixty (60) working days after receiving the complaint.
- E. The conclusions of the complaint sub-group will be filed in writing, with copies given to the principals and the Senior Director, Patient Experience. In that statement, the complaint sub-group will address:
  - 1. Whether the persons involved have made an adequate effort to resolve the complaint by discussion or agreement.
  - 2. Whether the complaint has or is without merit.
  - 3. Whether the complaint involves a violation of ACPE Standards.
- F. Based upon its findings the complaint sub-group may:
  - 1. Recommend action which it determines to be appropriate to rectify the complaint.
  - 2. Determine that no action is appropriate.
  - 3. Determine that the original complaint is outside the scope of the CPE program or NYU Langone Health.
  - 4. If the complainant is not satisfied by the action of the complaint sub-group, the complainant(s) may register a complaint with the ACPE within thirty (30) calendar days of the completion of the NYU Langone Health complaint procedure. The ACPE Executive Director / CEO may offer mediation as a means to resolve the complaint. If the parties agree to mediation, then the ACPE shall appoint a mediator(s) and the process for mediation outlined in the ACPE Professional Ethics Manual shall commence.
  - 5. If mediation is not an appropriate process or is rejected by either party, the ACPE Executive Director / CEO shall, at the request of the complainant, commence the formal fact-finding process according to [The Professional Ethics Manual](#).
- G. ACPE Resources for Filing a Complaint



## **ACPE Website – Information on Filing a Complaint**

<https://acpe.edu/programs/accreditation/information-on-filing-a-complaint>

### **Complaints Against the ACPE Certification Commission**

Process for Complaints Against the ACPE Certification Commission

### **Educational Complaints**

Policy for Complaints Alleging Violations of Educational Standards

### **Ethics Complaints**

For questions regarding these processes, you may email Executive Director Trace Haythorn at [trace.haythorn@acpe.edu](mailto:trace.haythorn@acpe.edu) or by phone at (678) 636-6217.

Or email the Executive Director of the APC at [info@professionalchaplains.org](mailto:info@professionalchaplains.org)

- Code of Professional Ethics for ACPE Members
- Processing Complaints of Ethics Code Violations in ACPE
- Complaint Form (updated 1/29/2020)
- Whistleblower Policy (updated 11/30/2018)

For questions regarding these processes, you may email Associate Executive Director Marc Medwed or by phone at (678) 636-6223 or email the Chair of the ACPE Accreditation Commission

### **Against the ACPE Accreditation Commission**

For questions regarding these processes, you may email Associate Executive Director Marc Medwed or by phone at (678) 636-6223 or email the Chair of the ACPE Accreditation Commission, Pam Lazor.

Chair, PAG c/o Regina Grinblat, NYU Langone Health

NYU Langone Health  
550 First Avenue  
New York, New York 10016  
Phone: (212) 263-6265  
Email: [Regina.Grinblat](mailto:Regina.Grinblat@nyulangone.org)

## **Complaints Alleging Violations of Education Standards or Accreditation Complaints**

(ACPE Standard 4)

The Accreditation Commission of the Association for Clinical Pastoral Education, Inc. (ACPE) takes seriously any complaint alleging violations of education standards within accredited programs.

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

An ACPE Complaint form is available on [acpe.edu](http://acpe.edu) – Resources – Complaint Form.

Following are hyperlinks directly to important policies of The Association for Clinical Pastoral Education (ACPE) and the Foundation for Clinical Pastoral Education (ACPE Foundation).

Hyperlinks to the ACPE Complaint Policies:

- [Policy for Complaints Alleging Violations of ACPE Education Standards](#)
- [Policy for Complaints Against the Accreditation Commission](#)
- [Professional Ethics Violations](#)
- [Whistleblower Policy](#)

## Student and Center Records Policy

(ACPE Standard 4)

### POLICY

NYU Langone Health will maintain CPE student records in a manner that assures confidentiality, appropriate access, content and custody of student records in a manner congruent with state and federal laws and the ACPE, Inc. Students own information about them and must know what information is being collected and how it is being use. A student's information cannot be shared without their written permission. NYU Langone publishes an Annual Notice outlining its protocols for the handling of student records.

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

Student application materials are often subject to particular state privacy laws for their retention, use and destruction. These laws may also apply to the storage, use, retention and destruction of all other student record materials. If no applicable laws exist, the center creates, publicizes, and follows its own Annual Notice protocol.

The student records are maintained either digitally or on paper, in compliance with ACPE Standards and the Student Records Management Policy. Digital and electronic student records have the same storage requirements as paper records. Digital records must have at least one backup separate from the original hardware location. Backups are dated and updated in accordance with NYU Langone Health guidelines.

### PURPOSE

To ensure the maintenance of student records in accordance with the Standards of ACPE, Inc. and *The Family Education Rights and Privacy Act (FERPA)*.

A student record shall consist of:

- The application face sheet
- The CPE Certified Educator's evaluation
- The student's self-evaluation
- Clinical Materials Consent Form

Written clinical materials that may be in the student's file include:

- Verbatims and clinical case studies
- Journals and reflection papers Theory papers
- Educator's process notes

## Record Keeping Procedures:

Consistent with ACPE requirements,

1. The center retains the following items indefinitely:
  - a. the application face sheet
  - b. the Use of Clinical Materials Consent Form
2. The center retains the following items from the student record for ten (10) years. All CPE student records will be kept in a locked file cabinet in the Spiritual Care office. If a file is incomplete, the ACPE Certified educator shall document the efforts undertaken to make the file complete, noting what is missing and requests for documents from the student.
  - a. Certified Educator's end of unit evaluations.
  - b. The student's response to the end of unit evaluation, if submitted.
  - c. The student's self-evaluation.
3. Termination of the program: In the event the CPE program ceases to exist or is no longer accredited, all student files and records will be shipped to ACPE, Inc., 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, Georgia, 30308.
4. Access to student records: Students have the right to limit access to their records in accordance with the Family Educational Rights and Privacy Act, 1974 (FERPA) Access to student records will not be permitted without the student's written permission. Records will be kept and handled in keeping with federal and state laws and available to:
  - a. The CPE student
  - b. Accreditation site teams who may need to review files for compliance
  - c. A CPE complaint committee in the event a student files a complaint
  - d. NYU Langone's legal department in the event the student files a legal complaint
5. Students may request copies of their CPE evaluations by submitting a written request to the department secretary. It is the student's responsibility to maintain copies of their evaluations for future use.

## PROCEDURES

The procedures for maintaining student's records are as follows:

- Each CPE student is informed and advised to maintain their own CPE files and records for future reference or committee appearances. This includes self-written evaluations, Educator's evaluations, certification committee reports, presenter's reports. These evaluations and reports are the property of the Certified Educator Candidate.
- Each CPE student is responsible for providing and sending required documentation to seminary official or faith group officials, or CPE consultation committees. This information will not be released by this institution under any circumstances.
- The NYU Langone Health CPE program will maintain the Certified Educator Candidate's files for a period of ten years. In the event that the CPE center ceases to exist, the files will be sent to ACPE, Inc., 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, Georgia, 30308.

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

## ANNUAL NOTICE

The Annual Notice is published annually on the NYU website prior to the start of any CPE program and is included in the Student Handbook. The purpose of the Annual Notice is to provide students with information about what information is being collected about them and how it is being used. The Annual Notice states that the student's information cannot be shared without their written permission. The Annual Notice outlines the center's protocols for the handling of student records.

Note: Application materials of students admitted and matriculated are part of the student record. Application materials for others are subject to particular state privacy laws for their retention, use and destruction. If no applicable laws exist, the center creates, publicizes, and follows its own protocol.

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

The published Annual Notice includes, but is not limited to,

The ACPE CPE center/program guarantees to its students the right to inspect and review education records, to seek to amend them, and to specify control over release or record information.

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

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

If a student wishes to "opt out" of some or all directory information, they must do so in writing, including a signature and date, in a letter to their ACPE Certified Educator as to what information specifically they want to opt out of for the directory.

*A student record* is: (1) any record (paper, electronic, video, audio, biometric etc.) directly related to the student from which the student's identity can be recognized; and (2) maintained by the education program/institution or a person acting for the institution.

Our student records are maintained by our ACPE Certified Educator or a person acting on behalf of NYU Langone Health CPE program. **A student has the right to object to record content. If not negotiable, the written objection will be kept and released with the record.**

## **Center's Record Management Policy**

### *Access to Records & Legitimate Education Interests*

Education officials maintain student records. NYU Langone Health CPE education officials are ACPE Certified Educators. The Secretary has a legitimate educational access to student information during the application process and when keeping records according to ACPE standards. Clinical Pastoral Educators have access to student information during the educational unit as specified by ACPE standards and agreed upon by students. In addition, application materials other than directory information are reviewed and discussed with Certified Educators on staff and members of the admissions committee only.

Exceptions: Certain exceptions concerning the release of information exist to protect the health or safety of the student or others, and for the purpose of accreditation or complaint review, or as required for legal processes. Before material can be released in any of these circumstances, consultation must be made with the ACPE Executive Director.

ACPE requires that the CPE student record include the face sheet with directory information. The CPE Certified Educator's evaluation report and the student's own evaluation report, if submitted. NYU Langone's records management protocols:

The center publishes this Annual Notice annually and send to students prior to program start. Before releasing student information, students must have received the Annual Notice.

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

### *Evaluation and Process Notes*

A copy of the CPE Certified Educator's evaluation report will be given to the student. The student will be informed that the center will keep this evaluation for 10 years in the Chaplaincy Services Department, and it will not be available to anyone else except with written permission from the student. If the student's own evaluation is included, it will be kept with the Certified Educator's subject to the same provision. If the student submits a written response, it will be kept with the educator's evaluation and subject to the same provision. (Note exceptions below.)

CPE students are responsible for maintaining their own files for future use. The center will not keep a permanent file of the evaluation reports. Students will be informed at the time copies will be given to them that it is their responsibility to keep copies for future use. The student records shall be kept in the office for 10 years. These records shall not be open to anyone outside of the CPE center except with the student's written request. After ten years, the center will destroy (Shredded) the student record except for a face sheet and the signed Use of Clinical Materials form.

CPE students are expected to give written consent for copies of the Certified Educator's evaluation end of unit evaluation reports (and their own if applicable) to be sent to any outside party.

Supervisory Notes: The ACPE Certified Educator may keep process notes on a student. These process notes are for the exclusive use of the writer and not considered a part of the student's record. They should be kept separately from the student record.

### *Records Management*

Termination of the program: In the event the CPE program ceases to exist or is no longer accredited, all student files and records will be shipped to ACPE, Inc., 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, Georgia, 30308.

In the absence of an ACPE Certified Educator or an Associate ACPE Certified Educator, the NYU Langone Health Director of Spiritual Care (appointed designee) will be responsible to secure student records. The appointed designee will be authorized to retrieve student records with a student's written request and written authorization

Health records (mental and physical) must be kept in locked, limited access files **separate** from other student records. Their use and release is also subject to ADA and HIPPA. Certain safety and employment records are also subject to other federal regulations and state laws and kept separately.

Students are allowed to review their record within 45 days of student's request. Record inspection cannot be denied based on the student's inability to come to the site or outstanding financial obligations. In the latter case, a center can note on the copy sent, "not available for official use." When a student record contains identifiers of another student, those must be redacted.

Students are permitted to copy any materials defined as "student records."

Material written by students, such as verbatims and case histories that contain information about other persons, including other students, will either be shredded or, if they are part of the student's record, will have the identifiable information about everyone other than the student redacted. When peers are referenced in student's evaluations, only initials should be used.

#### *Records Maintenance Protocols*

After the candidate has been accepted, their applications and any material added during educational process are kept in locked files in the offices of the CPE Certified Educator during the course of the program. A student has the right to object to record content. If not negotiable, the written objection will be kept with the released with the record.

The face sheet for all students enrolled and completing orientation must be kept for ten years regardless whether the student completes the unit or not.

#### *Digital and Electronic Records*

The records are maintained either digitally or on paper, in compliance with ACPE Standards and the Student Records Management Policy. Digital and electronic student records have the same storage requirements as paper records. Digital records must have at least one backup separate from the original hardware location. Backups are dated and updated in accordance with NYU Langone Health guidelines.

Violation of Annual Notice protocols may be reported to the Chair of the Accreditation Commission at: ACPE, Inc., 55 Ivan Allen Jr. Boulevard, Suite 835, Atlanta, Georgia, 30308.

## Student Consultation Policy

(ACPE Standard 4)

### POLICY

All ACPE Students enrolled in the NYU Langone Health CPE Programs shall have access to professional/educational consultation upon request. Formal consultation is not required.

### PURPOSE

To provide a way for CPE Students to access professional/educational consultation while enrolled in CPE for their professional growth.

### PROCEDURES AND GUIDELINES

Students shall have access to professional / educational consultation that includes:

- Weekly consultation with the CPE Certified Educator(s) regarding personal and professional goals, learning outcomes, and pastoral functioning.
- Weekly consultation with the CPE peer group (peer review).
- Consultation with staff chaplains as needed regarding pastoral care.
- Consultation with interdisciplinary staff regarding patient care, family concerns, medical ethics, etc.
- Consultation with the Manager of Chaplaincy/Pastoral Care and Senior Director of Patient Experience regarding departmental issues.
- Consultation for professional certification issues.
- Consultation with any member of the CPE Professional Advisory Group upon request. Consultations regarding employment searches & resume preparation upon request.
- Consultation regarding specialized ministry projects or continuous quality improvement project is available upon request.
- Formal consultation with regional professional consultation committees consisting of board certified chaplains or CPE Certified Educators regarding professional growth – upon request. Written requirements will be negotiated with the student. NYU Langone Health may require formal consultation (a committee) in moving the student from Level I to Level II.

Informal consultations do not require written requirements.

Students seeking professional consultation are required to maintain their own records, reports, or outcomes of such consultation.

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

Students who need or request professional counseling services are advised to consult with their CPE Certified Educator for referrals to an appropriate agency or counselor.



## Discipline, Dismissal and Withdrawal Policy

(ACPE Standard 4)

### PURPOSE

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

### PROCEDURE FOR DISCIPLINE

Disciplinary problems will be handled in a professional face to face discussion that is respectful and dignified. Occasionally, behavior falls on the side of the line that also requires a disciplinary intervention. When discipline is necessary, all involved from NYU Langone Health will do everything in their power to maximize the learning opportunity for the student to learn, grow and make appropriate changes as directed by the CPE Certified Educator, Senior Director for Patient Experience. The CPE Certified Educator and/or the Senior Director for Patient Experience may remove a student from an assigned unit or restrict the students’ movement within the hospital if and when they deem it necessary and/or is in the best interest of the student, the assigned units, patients, families, and staff.

Discipline will include both a verbal and written admonishment with an opportunity to change behavior or improve performance. The written admonishment may include an individual development plan to support the needed changes. Failure to improve or change behavior, improve performance or respond to the admonishment will result in dismissal from the program.

### PROCEDURE FOR DISMISSAL

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

- Verifiable sexual harassment.
- Behavior that violates the ACPE Professional Code of Ethics.
- Behavior that violates the NYU Langone Health Code of Conduct (available in the student office).
- Theft or destruction of property.
- Behavior that threatens the safety of others in the work place.
- Excessive, unexcused absences.
- Behavior that undermines the integrity of the CPE Program.
- Failure to fulfill their CPE learning contract.
- Failure to successfully complete CPE assignments according to the student’s rights and responsibility policy.
- Failure to adequately participate in the CPE program such as not covering units and floors that are assigned by the CPE Certified Educator, department manager, or as negotiated with the peer group.
- Failure to negotiate a learning contract.
- Failure to fulfill pastoral responsibilities in a professional manner.
- Conduct unbecoming of a chaplain, minister, or clergy.
- Consistent failure to respond to pages, beepers and referrals.
- Behavior that undermines the cohesiveness of the CPE peer group.
- Misrepresenting one’s self, credentials, or identity.
- Overt expressions of hostility and insubordination.
- Walking off the job or walking away from a clinical assignment.
- Violation of patient, family, peer group confidentiality.
- Falsifying or plagiarizing the CPE application or written course materials such as verbatims.

Dismissal will result when it has been determined that the student has not responded to supervisory interventions. In the event that a dismissed student feels he/she have not been treated fairly, they will be informed of their right to A. File an appeal or B. File a formal complaint with ACPE. The student will be informed of their dismissal in a face to face interview with both the ACPE Certified Educator and the Senior Director of Patient Experience and the appropriate NYU Langone Health administrator(s) will be apprised of the situation prior to and during the process of discipline and dismissal.

In the event that a dismissed student feels that he/she have not been treated fairly, he/she will be informed of his/her right to appeal and/or file a formal complaint with ACPE. Students who wish to file an appeal should contact the chair of the CPE advisory committee. (The student is referred to the complaint policy in the handbook).

Dismissal from the program ends the student's participation in all CPE activities. They are required to return all keys and ID badges. In addition, the student's access to hospital computer systems is terminated.

#### APPEALS PROCESS

The student will write a detailed letter stating why he/she is appealing the decision of discipline or dismissal and the outcome they expect or hope for. The letter of appeal will be brought before an ad-hoc committee of the Professional Advisory Group (at least 3 members) for a final decision within 14 days of the appeals letter being filed with the Senior Director of Patient Experience. All decisions by the ad-hoc PAG committee are final and the student may file a complaint with ACPE, Inc.

#### PROCEDURE FOR WITHDRAWAL

The CPE Student may withdraw from the program at any time. We request that a student give a two week notice in writing prior to withdrawal so that adjustments can be made in the on-call schedule, clinical assignments, etc. We also encourage the CPE Student to complete the unit he/she has started if possible. Withdrawal from the program ends the student's participation in the CPE Program and ministry assignments within the institution. The student is required to turn in identification badges, keys, and student handbook. If a student is forced to withdraw due to sudden illness, the student may be entitled to a partial tuition refund. (See financial policy above for refunds).

## Ethical Conduct Policy

(ACPE Standard 4)

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

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

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

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

In relationship to those served, ACPE members:

- Affirm and respect the human dignity and individual worth of each person.
- Do not discriminate against anyone because of race, gender, gender identity, gender expression, age, religious/spiritual tradition, national origin, sexual orientation, or disability.
- 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.
- 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.
- Respect confidentiality to the extent permitted by law, regulations, or other applicable rules.
- 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.

In relation to other groups, ACPE members:

- Maintain good standing in their spiritual/religious tradition.
- Abide by the professional practice and/or teaching standards of the state, the community, and the institution where they work. If for any reason they are not free to practice or teach according to conscience, they shall notify the employer and the Executive Director of ACPE.
- Maintain professional relationships with other persons in the ACPE center, institution in which employed and/or the community.
- 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.

In relation to ACPE, members:

- Continue professional education and growth, including participation in the meetings and affairs of ACPE.
- 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.
- Speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body.
- Do not make intentionally false, misleading, or incomplete statements about their work or ethical behavior.

In collegial relationships, ACPE members:

- 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.
- Take collegial and responsible action when concerns about incompetence, impairment, or misconduct arise.

In conducting business matters, ACPE members:

- Carry out administrative responsibilities in a timely and professional manner.
- Implement sound fiscal practices, maintain accurate financial records, and protect the integrity of funds entrusted to their care.
- Distinguish private opinions from those of ACPE, their faith group or profession in all publicity, public announcements, or publications.
- 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.
- Accurately describe program expectations, including time requirements, in the admissions process for CPE programs.

## NYU Langone CPE Student Code of Ethics

### POLICY

This policy is written for CPE students who are not ACPE Spiritual Care Professionals, ACPE Student Affiliates, or ACPE Individual Members.

The NYU Langone Health CPE program is a theological education program that utilizes an action/reflection model of adult education. The program offers each CPE student an opportunity to participate in a program that encourages intellectual growth, self-awareness, learning from others, mutual tolerance, and respect for freedom of thought and expression. These values are of paramount importance. CPE is offered in an environment that promotes the free interchange of ideas, opinions, cultural and intellectual diversity and a wealth of social/clinical opportunities to enhance one's learning. Students are expected to demonstrate responsible behavior at all times while on the campus of each hospital where CPE is offered.

Responsible, ethical behavior includes but is not limited to:

- Academic integrity that avoids plagiarism and falsification of one's academic work and / or clinical work.
- Respect for the integrity, dignity and welfare of others.
- Honest representation of one's self and credentials.
- Respect for and protection of the safety of others.
- Compliance with all policies and procedures of each NYU Langone campus where CPE is offered and where the student is enrolled or assigned.
- Demonstration of respect for other cultures, values, opinions, ideas, faith and backgrounds. Students will not practice, condone, facilitate or collaborate in any form of discrimination on the basis of ethnicity, race, gender, gender identity, gender expression, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical disability, military status, or any other preference or personal characteristic, condition or state.
- Avoidance of any behavior(s) considered conduct unbecoming of a chaplain or pastoral care person/clergy including:
  - Noncompliance with all state and federal laws.
  - Destruction of property.
  - Sexual harassment.
  - Unauthorized use of hospital or CPE Program equipment.
  - Exploitation of patients, families, peer group, or staff to benefit self.
  - Abuse of one's pastoral authority that is afforded through the pastoral care department or NYU Langone Health.
  - Inappropriate use of drugs or alcohol while on duty as a chaplain intern/resident.
  - Unauthorized alteration or use of electronic documents of hospitals and the CPE Program.
  - Violation of the NYU Langone Code of Conduct (available in the student room).

Conclusion: Students who violate the student code of ethics are subject to the discipline and dismissal policy found in this student handbook. This policy will be reviewed during orientation at the beginning of each CPE unit to ensure that each student is aware of the policy.

## Student's Rights and Responsibilities

(ACPE Standard 4)

### PURPOSE

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

The NYU Langone CPE program is committed to a partnership between faculty and students within the context of CPE that fosters pastoral formation while respecting individual rights and responsibilities.

Student rights include:

1. A student handbook and access to ACPE Standards, manuals, and policies.
2. Student Support Services that include but not limited to; orientation, consultation for resume preparation, educational guidance, recommendations for counseling resources, resume preparation, and employment search.
3. Each student will receive a thorough orientation to NYU Langone Health that includes a review of all CPE policies and procedures.
4. Orientation to the hospital and the spiritual care department where assigned.
5. A syllabus for each unit that defines course requirements and expectations.
6. Access to a client population that provides sufficient opportunity for ministry and learning.
7. A written job description (Rights and Responsibilities).
8. Competent supervision, consultation, and mentoring from an ACPE Certified Educator on a regular and consistent basis.
9. Immediate and timely feedback that offers a balance of challenge and support.
10. A collegial and relational learning environment that encourages human growth and dignity and respects each individual.
11. Adequate office space and group room for facilitating the educational process.
12. Should videoconferencing need to be used for completion of the CPE unit (see "Completion of Unit" policy in this section), students rights include:
  - Adequate orientation to the video conferencing technology.
  - A suitable web conferencing and videoconferencing application, compatible with the needs of CPE educational classes.
13. Time off for maintaining faith group endorsement and relationships (2 days).
14. Access to a complaint process congruent with ACPE Standards.
15. A sufficient number of students in the peer group (not less than three) to facilitate peer review.
16. Regular didactic instruction in the theory and practice of pastoral care ministry and hospital chaplaincy.
17. A negotiated learning contract with your Educator and peer group.
18. Access to library and interdisciplinary educational resources.
19. Protection of your student files, confidential information and privacy.
20. A written evaluation within 21 calendar days after the end of each unit based on the student's learning contract and the Learning Outcomes in the ACPE Standards.
21. The right to respond in writing to the CPE Educator's evaluation.

Student Responsibilities include:

1. Set aside sufficient time to fulfill all program requirements for a unit of CPE.
2. Abide by the Student Code of Ethics found in this section of the handbook.
3. Pay tuition in full according to the Financial Policy.
4. Abide by all ACPE policies and procedures in your handbook and all NYU Langone Health policies.
5. Write and develop a learning contract and negotiate it with your Certified Educator.
6. Be on time for all clinical experiences including on call.
7. If videoconferencing is used for completion of the CPE unit (see "Completion of Unit" policy in this section of the handbook), Students responsibilities include:
  - Ensuring that their technology is in good function (e.g. mic, camera, speakers). Should a student experience technical difficulties with their video, they are permitted to call in via phone for no more than two sessions before risking losing full credit for the unit.
  - Abiding by the Videoconferencing etiquette (see video conferencing policy and videoconferencing etiquette in this handbook).
8. Respond to referrals, pages, consults, emails, texts and ministry requests in a timely and professional manner.
9. Demonstrate respect for each person with whom you come in contact.
10. Maintain the confidentiality of patients, families and staff.
11. Maintain the confidentiality of your peer group.
12. Come prepared for supervisory consultation each week.
13. Attend and participate in all peer group activity.
14. Provide on call coverage in the hospital and cover clinical units as assigned or in rotation with the peer group.
15. Work to maintain the cohesiveness of the peer group.
16. Be prepared to present clinical case studies/verbatim when it is your turn.
17. Provide ministry, spiritual care and emotional support to patients, families and staff in a professional manner at all times.
18. Refrain from proselytizing or evangelizing.
19. Notify the department when you are ill and cannot be at work.
20. Be responsible to negotiate the on call schedule with your peer group and inform the department of schedule changes.
21. Complete all written assignments in a timely manner.
22. Conduct meditation room services, chapel services or memorial services as requested or assigned.
23. Attend staff meeting as required or requested.
24. Write a final evaluation at the end of the unit that evaluates your progress with your learning goals and participate in program evaluations and exit interviews.
25. Abide by hospital dress code when on the hospital campus.
26. Fulfill all other reasonable requests, requirements, written or clinical assignments not covered by this document.
27. Review the student handbook policies and procedures regarding sexual harassment, discipline, dismissal, complaint process and all other policies.

*Note: Student Enrollment During Orientation*

All Level I/Level II students are to enroll in each unit of CPE through the ACPE website prior to the completion of orientation or, in the case of a year-long residency, within the first week of the unit. It is the responsibility of the ACPE Certified Educator to ensure that all of their students have enrolled themselves properly into the unit. If there are any issues with enrollment, please contact Kimberly Yates at [kimberly.yates@acpe.edu](mailto:kimberly.yates@acpe.edu) for assistance.

As a CPE Student, I understand that CPE is graduate level work and graduate level work is expected. Failure to fulfill any part of this understanding may result in dismissal from the program.

My signature below affirms that I have received a copy of the CPE Student Handbook and that I have read the handbook. I affirm that I have been informed of my rights, responsibilities and job description. I agree to abide by the policies and procedures of the NYU Langone CPE Program.

Signature of the ACPE Certified Educator

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Signature of the CPE Student

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Effective dates of the program:

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## Agreement for Training

(ACPE Standard 4)

Clinical Pastoral Education (CPE) is conducted as an “education for ministry experience.” This document and your acceptance to the NYU Langone CPE Program authorize you to visit patients and clients as a chaplain and pastoral care representative. You are hereby authorized access to appropriate clinical patient charts, to be informed of patient situations (physically, spiritually, emotionally, psychologically, and sociologically) and to write materials that would be most beneficial to your educational process. Your work and ministry will be under the direct supervision of an ACPE Certified Educator. Confidentiality is basic to professionalism and any communication regarding patients outside of our professional treatment and/or training circles is prohibited, except as required for the safety of patients, families or others. Breach of this standard of professional confidentiality is determined by the hospital management and may result in your immediate termination. You agree to maintain the confidentiality of those you serve and those who confide in you including patients, families, staff, and the CPE peer group.

CPE Student Initials: \_\_\_\_\_

Per the ACPE Use of Clinical Materials Consent Form, the **material submitted** to your assigned Educator concerning you and your ministry may be used in the learning process of peer group and/or discussion among ACPE Certified Educators with the understanding that these persons are part of the professional training circle.

CPE Student Initials: \_\_\_\_\_

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

CPE Student Initials: \_\_\_\_\_

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

CPE Student Initials: \_\_\_\_\_

Your full tuition is due on the first day of the unit. If your tuition cannot be paid on the first day, you must make payment arrangements with the CPE department secretary. Failure to pay tuition will result in withholding of ACPE Evaluations, certificates, and registration with ACPE. Failure to pay tuition will also result in your being

denied admission to any future units of CPE at the NYU Langone CPE Program. Review the Financial Policy in the student handbook. This training agreement includes your concurrence to abide by the student's right and responsibilities and fulfill all program requirements. Failure to do so will result in denial of credit. Your initials indicate your agreement to pay tuition in full.

CPE Student Initials: \_\_\_\_\_

In all of your activities during your CPE program, if you are a member of ACPE, you agree to function professionally and within the Code of Professional Ethics as contained in ACPE Standards. 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 your professionally. If you are not a member of ACPE, you agree to abide by the NYU Langone Student Code of Ethics found in this section of the handbook.

CPE Student Initials: \_\_\_\_\_

I understand and agree to the conditions of this Agreement for Training. I understand and agree to abide by all of the CPE center's policies including protecting the confidentiality and rights of clients, patients, and parishioners. Your initials indicate your agreement to abide by all of the site specific policies and procedures of the hospital to which you are assigned.

Summary: By signing your initials OR signature to this document you agree that:

1. This form gives permission for Certified Educators to use students' written material for consultation, peer review and certification purposes consistent with the ACPE Use of Clinical Materials form.
2. This statement assures that patient rights to confidentiality are maintained by CPE students, Certified Educators, and chaplains in each institution you are assigned to.
3. Awareness of Policies: Your signature confirms that you have read and understood the CPE policies included in this Handbook.

\_\_\_\_\_  
Full Name of CPE Student

\_\_\_\_\_  
Signature of CPE Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Primary ACPE Certified Educator      Date

## Using Video Conferencing in a Unit of CPE

(ACPE Standard 1)

### Participation in CPE via Technology Policy

#### PURPOSE

To describe the rights and responsibilities of students and ACPE Certified Educators engaging in CPE at NYU Langone Health via technology.

#### POLICY

All CPE Units offered at NYU Langone Health should meet the same high standards in terms of the educational experience they offer to students, regardless of the mode of instruction.

Electronic presence and participation, including videoconferencing and related technological methodologies are allowed as an alternative presence and participation. Use of technology is a viable alternative for supervision of students.

#### PROCEDURE:

1. Recruitment and marketing materials for CPE units will indicate if technology will be used (regularly or under extenuating circumstances).
2. Acceptance letters to any CPE unit at NYU Langone Health will indicate if technology will be used and if so, what kind and how often.
3. NYU Langone Health will provide an orientation to both students and ACPE certified educator of the technology.
4. Educational seminars interrupted by technological problems will not be counted toward the 100- hour requirement for a unit CPE.
5. NYU Langone Health will engage in a process for evaluating the effectiveness of utilizing videoconferencing in addressing outcomes and student learning goals through:
  - a. Written feedback from the students through exit interview documents, their final self-evaluation, and the ACPE program evaluation form.
  - b. Exit interviews conducted by the pastoral care advisory committee.
6. The ACPE Certified Educator will communicate with each student's preceptor/mentor throughout the unit about the student's clinical work, work habits and investment in the CPE process as needed.
7. All individual and group supervision will be conducted through synchronous learning methods, i.e. video conference. Asynchronous formats, such as discussion forums or other online methods, maybe used for didactic or reading seminars.

8. The students and ACPE certified educator will utilize videoconferencing technology adequate for the educational activity and supervision that is being provided, insuring the student and educator each can see the other and communicate by voice and visual means. Email communication will insure prompt delivery and accessibility of all supervisory documents and written requirements. Video conferencing systems that use dedicated fiber-optic networks will be used whenever possible.
9. ACPE Certified Educator will provide supervision that is equivalent in effectiveness to face-to-face supervision with sufficient “emotional bandwidth”\* to allow for needed emotional, visual, and auditory information to be transmitted.
10. The ACPE Certified Educator will conduct site visits at least once during the unit or use other means to verify that the clinical placement site complies with ACPE standards.
11. Students and ACPE Certified Educator will work to evaluate and maintain privacy, security, and confidentiality in the settings in which this technology is used. A session will only be scheduled at a time and place that ensures privacy.
12. Certified Education Students may record supervisory sessions conducted by video conference if/when the students have been informed and have submitted written permission.
13. As part of the Exit Interview, the effectiveness of the video conferencing process will be evaluated for effectiveness in addressing outcomes and student learning goals. This information will be shared with the Pastoral Advisory Committee.

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\* Emotional bandwidth refers to the amount of emotional understanding, contact, and support that can be transmitted. In the supervision of students, emotional bandwidth is a key to quality interactions, hopefully providing “the illusion that all of the participants are in the same room, sharing one space.” (Duran & Sauer, 1997 p. 3). Duran, J. & Sauer, C. (1997). *Mainstream videoconferencing: A developer’s guide to distance multimedia*. Reading, MA: Addison-Wesley.

## Video Conferencing Etiquette and Rules of Engagement for Online CPE

There are times that the group may be required to meet remotely via Zoom. A scenario that would precipitate such a meeting is if a member of the group had to be quarantined for an extended period of time (Covid-19) or was out for an unforeseen illness for an extended period of time. In those situations, the educator(s) would consult with the ACPE National Office to determine whether a student could receive full credit for the unit or ½ a credit, based on the number of educational hours. (See ACPE website:

<https://www.manula.com/manuals/acpe/acpe-manuals/2016/en/topic/defining-a-unit-or-a-half-unit-of-cpe>

- During the orientation retreat, we plan to make sure all students are set for online group and individual sessions. Bring your laptop or iPad and be ready to register and download the Zoom program and participate in the test run. You will use your educator's zoom account. If you do not have a laptop or iPad, please make sure to download and test the Zoom program on your computer before the first session. If you have challenges and need help, please let your educator know and plan to have an extra session before the first group time. FaceTime is not an acceptable alternative.
- Have the appropriate computer equipment set up and ready to go for our first session online in the space with no distractions and where you will have privacy to talk freely on confidential matters that often comes up in group and individual supervision. This means having a computer with a camera and audio set that are in good working condition. Have a headset ready. (Some days you will need it and some days you won't, depending on the weather and the program load). Make sure to get ready few minutes before the group begins. If, for some reason, you will be late for joining the Zoom meeting, text or email the educator and your peers.
- You do not have to figure out how to work the program alone. During the first group session, we will take time to go over the buttons on the Zoom program and where you will find the items you will need for working with the program audio and video, etc.
- An online group meeting or supervision deserves the same respect as anyone you would meet with in person. Please keep your attention focused on the conversation at hand. Do not read email, text people, or focus on other distractions during online time. It is your responsibility to be in an environment that is free of distractions and interruptions. It is not appropriate to turn off your camera during class times, unless we have a weather problem with the computer. Please know that it is obvious to others when you check email while in class. This is highly disrespectful.
- It is polite to mute your sound when you are not speaking. Turn on your speaker only when you speak. When your Certified Educator sees your mike button turns on, he/she will recognize you and your desire to contribute. You may also use "raise hand" button when you wish to speak.
- It is your responsibility to make sure you are in a physical location that has a good internet connection for group and individual supervision. Prepare for your time online by moving to a private, quiet space where you won't be interrupted and can have privacy.

- Because CPE is considered graduate-level education, all participants are expected to bring their feelings and unfinished business back into the group or supervisory process. Gossip with peers outside of the group or with people in your clinical setting is not acceptable. If a peer tries to gossip with you, it is your responsibility to expose it to the group and educator. Disagreements, complaints, and conflict will be managed live during group time, not on email or outside of class. Please forward hostile or grumbling emails to the whole group and the educator. IPR is specifically set aside for such topics.
- Actively participate in group dialogues, giving and receiving feedback and critique with your group members, bringing your learning issues and needs into group and/or individual supervision.
- Show respect for the group, yourself, and the educator by being on time for appointed meetings and remaining in the group until class ends. If you cannot make an individual supervisory appointment, it is your responsibility to trade times with another peer and notify the educator by email prior to the meeting time.
- Group business stays in the group. This means that unfinished business of the group will be finished with the whole group present, not in pairs outside of group.
- It is inappropriate to send jokes, forward junk mail, and send any political or religious put-downs on email. Please use email only for CPE-related communication.

## Completion of Unit Policy

(ACPE Standard 4)

NYU Langone Health is committed to the completion of all CPE Student unit(s) and will utilize the following procedure in the event that the CPE Certified Educator is unable to continue and/or when other substantive changes in the institution or center place completion of a unit in jeopardy.

In order to ensure that the CPE Student is able to continue and complete the current unit, the Director of Spiritual Care CPE or designated administrator will follow these procedures:

- a. In case the Certified Educator is unable to continue, NYU Langone will seek to recruit and hire another qualified ACPE Certified Educator who can serve as interim contract Educator until a permanent replacement can be found. Priority will be given to hiring an interim Educator who could be physically present at the center, but if one cannot be found, an interim Educator who could supervise via videoconferencing will be considered.
- b. NYU Langone will contact the ACPE Director of Community, Practice and Member Development as well as the national ACPE office if necessary to seek a Certified Educator.
- c. In the event that the CPE program is discontinued for other reasons or an interim Certified Educator cannot be contracted, NYU Langone will attempt to place any and all current students in comparable ACPE programs in the immediate geographical vicinity (e.g. Bellevue, Mount Sinai Beth Israel, New York Presbyterian Weill-Cornell, New York Presbyterian Methodist Hospital - Brooklyn).

## Minimum Number of Students Policy

(ACPE Standard 5)

### PURPOSE

To ensure successful continuation and completion of a CPE program.

### POLICY

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

### PROCEDURE

No CPE program shall begin with less than three (3) students in the peer group. In the event that the peer group number should fall below three students, the CPE Certified Educator will find and add a third person to complete the group. This person may be:

1. A seminary student
2. A former CPE student
3. A staff chaplain
4. A qualified lay minister
5. Final option – if necessary, the CPE Certified Educator will negotiate with another center to accept the remaining students or join that CPE center's peer group in order to complete the program and receive credit.

## Management of CPE Programs Policy

(ACPE Standard 5)

### POLICY

All ACPE students receive clinical supervision, consultation and educational support by ACPE Certified Educators. The ACPE Certified Educator has the following responsibilities:

### PROCEDURES

- Ensures that all statements in advertising, catalogs, publication, recruiting, and academics calendars are accurate at the time of publication.
- Directs the CPE department secretary to make appropriate changes in the academic calendar in a timely fashion if and when changes occur.
- Works to keep NYU Langone Health in compliance with all ACPE Standards, policies and procedures.
- Ensures timely submission of all student unit reports and registrations.
- Reviews all face sheets of each evaluation to ensure that evaluations are properly signed, dated and submitted within the required time limit of 21days.
- Ensures that all student files are up to date, accurate and in compliance with student records policy.
- If more than one CPE Educator is employed by NYU Langone Health, all ACPE Certified Educators meet regularly to ensure compliance with all ACPE Standards. This includes individual meetings as well as monthly CPE faculty meetings.
- Meets with the ACPE Certified Educator Candidate(s) who are employed by NYU Langone Health to ensure and reinforce their knowledge and understanding regarding the importance of complying with ACPE Standards. This includes the timely completion of student evaluations and unit registration reports.
- Works to ensure that all CPE handbooks are current and accurate.



## **Unit Evaluations and Program Evaluations Policy and Guidelines**

(ACPE Standard 6)

Each CPE student shall participate in program evaluations at regular intervals (at least annually) as a way of assisting NYU Langone Health with the continuous quality improvement of the CPE program. The evaluation will be conducted by a member of the CPE advisory group or a person designated by the CPE Certified Educator. A questionnaire will be provided.

NYU Langone ACPE Certified Educator(s) shall complete their student evaluations and have the evaluation available for the student within 21 calendar days of the completion of the unit. The student is hereby notified that the student may attach a written response to the Educator's evaluation, which then becomes a part of the student's record. Both the ACPE Certified Educator and the Certified Educator Candidate (if one supervises the unit) are required to sign and date the Educator's final evaluation.

NYU Langone Health defines the end of the unit as that date which is published on the NYU Langone website and other published materials. A CPE Certified Educator has 21 days to complete the evaluation from the "end of the unit" meaning – that date which is published and provided to students.

## Library Access and Educational Facilities

(ACPE Standard 3)

All students in the NYU Langone Health CPE program have access to the educational resources in the student room and in the Certified Educator's office. In addition, all students have full access to any of the NYU library locations below and their educational facilities.

### *NYU Division of Libraries and the Elmer Holmes Bobst Library*

70 Washington Square South

New York, NY 10012

(212) 998-2500

Open 24 hours to holders of NYU ID cards.

### *Sid and Ruth Lapidus Health Sciences Library*

Medical Science Building, Ground Floor

550 First Avenue

New York, NY 10016

(646) 501-2986

The library is open 24 hours to holders of NYULMC ID cards.

Other users may visit the library during the following hours:

Monday to Friday 8:00am – 6:00pm

Saturday and Sunday 10:00am – 4:00pm

The library is staffed Monday to Friday 9:00am – 5:00pm.

### *Herman Robbins Medical Library (NYU Langone Orthopedic Hospital)*

NYU Langone Orthopedic Hospital

301 East 17th St.

Room 206

New York, NY 10003

(212) 598-6275

Open 24 hours a day to clinical staff with Orthopedic Hospital identification cards.

The library is staffed Monday to Friday 9:00am – 5:00pm.

Non-clinical Orthopedic Hospital staff will be limited to hours the library is staffed.

### *NYU Langone Hospital — Brooklyn, Health Sciences Library*

150 55th Street | Station 17

Brooklyn, New York 11220

718-630-7200

Monday to Friday 8:00am – 8:00pm

The library is staffed Monday to Friday 8:00am – 4:00pm.

### *Lillian & Clarence de la Chapelle Medical Archives*

NYU Medical Archives and Special Collections

577 First Avenue

New York, NY 10016

(212) 263-8615

Monday to Friday 10:00am – 5:00pm by appointment.

Closed weekends and holidays.

## Sample CPE Program Evaluation

(ACPE Standards 4 & 6)

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

Dates of CPE Unit: \_\_\_\_\_

Primary Certified Educator's name: \_\_\_\_\_

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

\_\_\_\_\_

Number of units of ACPE accredited CPE now completed:    1    2    3    4    5 or more

Did you take this unit for academic credit?                      Yes      No

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

## PERSONAL LEARNING / MINISTRY DEVELOPMENT

Scale:

n/a - not applicable

1 - very negative

2 - somewhat negative

3 - positive

4 - very positive

*This unit of CPE provided me opportunity to:*

1. Further develop my personal and pastoral identity.	n/a 1 2 3 4
2. Develop self knowledge that improved my pastoral function.	n/a 1 2 3 4
3. Increase my awareness of how my ministry impacts persons.	n/a 1 2 3 4
4. Develop my ability to use my theology in pastoral ministry.	n/a 1 2 3 4
5. Develop the ability to think theologically about my experience.	n/a 1 2 3 4
6. Develop pastoral skills in crisis intervention.	n/a 1 2 3 4
7. Develop pastoral skills in initial pastoral visitation.	n/a 1 2 3 4
8. Develop pastoral skills with diverse faith groups.	n/a 1 2 3 4
9. Develop my capacity to minister professionally in a variety of functions (e.g., preaching, teaching, administration, and brief counseling).	n/a 1 2 3 4
10. Learn to use the clinical method of learning.	n/a 1 2 3 4
11. Foster my ability to evaluate my own ministry.	n/a 1 2 3 4
12. Make pastoral use of my religious heritage.	n/a 1 2 3 4
13. Make use of the behavioral sciences in my ministry.	n/a 1 2 3 4
14. Become more aware of how organizational structure and social conditions affect the lives of others and myself.	n/a 1 2 3 4
<b>CPE Program</b>	
15. Orientation to CPE was helpful.	n/a 1 2 3 4
16. Orientation to my pastoral care responsibilities was sufficient.	n/a 1 2 3 4
17. Student handbook was an effective guide to the CPE program.	n/a 1 2 3 4
18. Provided sufficient access to library resources.	n/a 1 2 3 4
19. Dealt with sufficient didactic material to contribute to my conceptual framework for the practice of ministry.	n/a 1 2 3 4
20. Was open to diversity.	n/a 1 2 3 4
21. Was accepted within the institution and integrated with services.	n/a 1 2 3 4
22. Provided opportunities for interdisciplinary team functioning.	n/a 1 2 3 4
23. Used interdisciplinary instructional resources.	n/a 1 2 3 4

24. Adequately mixed the practice of ministry with didactic/other learning opportunities.	n/a 1 2 3 4
25. Provided peer group experiences that helped me learn about myself in ministry.	n/a 1 2 3 4
26. Influenced the direction of my ministry.	n/a 1 2 3 4
27. Offered opportunities to pursue theory and practice of a pastoral specialty.	n/a 1 2 3 4
<b>Quality of Supervision</b>	
28. Individual supervision was effective for me in this unit of CPE.	n/a 1 2 3 4
29. Group supervision was effective for me in this unit of CPE.	n/a 1 2 3 4
30. My Certified Educator assisted my pastoral function and reflection.	n/a 1 2 3 4
31. My Certified Educator helped me use the teaching/learning contract effectively.	n/a 1 2 3 4
32. My Educator's behavior was professional at all times.	n/a 1 2 3 4

33. Using a separate page, comment about your Educator's strengths and weaknesses as a pastoral educator, based on your experience in this program. Add any additional comments about your Educator, the program unit and/or your experience in the program.

Name (optional): \_\_\_\_\_

## Common Standards and Information for Students Seeking Board Certification as Chaplains

(ACPE Standard 3)

The common qualifications and competencies (formerly known as the common standards) of the chaplaincy profession are comprised of four foundational documents affirmed by the constituent boards of the Council on Collaboration on November 7, 2004 in Portland, ME. Collectively, these documents established a unified voice for the six chaplaincy organizations that affirmed them. This information is provided for all students who may be considering a career as a professional hospital chaplain.

These standards describe what it means to these organizations to be a professional chaplaincy care provider, pastoral counselor or educator. The documents are published at <https://www.professionalchaplains.org/>

- Common Qualifications and Competencies for Professional Chaplaincy
- Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators and Students
- Principles for Processing Ethical Complaints

The membership of the participating groups represents over 10,000 members who currently serve as chaplains, pastoral counselors, and clinical pastoral educators in specialized settings as varied as healthcare, counseling centers, prisons or the military. The complete documents and information about each of the collaborating groups can be found on the following websites:

- Association of Professional Chaplains® (APC®) - <https://www.professionalchaplains.org/>
- Association for Clinical Pastoral Education (ACPE) - <https://acpe.edu>
- National Association of Catholic Chaplains (NACC) - <https://www.nacc.org/>
- Neshama Association of Jewish Chaplains (NAJC) - <https://najc.org/>
- Canadian Association for Spiritual Care/Association Canadienne de Soins Spirituels (CASC/ACSS) - <https://spiritualcare.ca/>

Common Qualifications and Competencies for Professional Chaplains have been reviewed and affirmed in 2016-2017 by the following Spiritual Care organizations:	
Association for Clinical Pastoral Education (ACPE) Association of Profession Chaplains (APC) Canadian Association for Spiritual Care/Association Canadienne de Soins Spirituel (CASC/ACSS) National Association of Catholic Chaplains (NACC) Neshama: Association of Jewish Chaplains (NAJC)	
Qualifications for Board and Associate Certification The candidate for certification must:	
QUA1	Provide documentation of current endorsement or of good standing in accordance with the requirements of his/her own faith/spiritual tradition.
QUA2	Be current in the payment of the annual fees as designated by one's professional association.
QUA3	Have completed an undergraduate degree from a college, university, or theological school accredited by a member of the Council for Higher Education Accreditation (CHEA) and a graduate-level theological degree from a college, university or theological school accredited by a member of the CHEA. Equivalencies for the undergraduate and/or graduate level theological degree will be granted by the individual professional organizations according to their own established guidelines.
QUA4	Provide documentation of a minimum of four units (Levels I & II) of Clinical Pastoral Education (CPE) accredited or approved by the Association for Clinical Pastoral Education (ACPE), by programs that were accredited by the former United States Conference of Catholic Bishops Commission on Certification and Accreditation (USCCB/CCA), or the Canadian Association for Spiritual Care (CASC/ACSS). Equivalency for one unit of CPE (two units in CASC) may be considered.
Section I: Integration of Theory and Practice Competencies The candidate for certification will demonstrate the ability to:	
ITP1	Articulate an approach to spiritual care, rooted in one's faith/spiritual tradition that is integrated with a theory of professional practice.
ITP2	Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.
ITP3	Incorporate the spiritual and emotional dimensions of human development into one's practice of care.
ITP4	Incorporate a working knowledge of different ethical theories appropriate to one's professional context.
ITP5	Articulate a conceptual understanding of group dynamics and organizational behavior.
ITP6	Articulate how primary research and research literature inform the profession of chaplaincy and one's spiritual care practice.

Section II: Professional Identity and Conduct Competencies The candidate for certification will demonstrate the ability to:	
PIC1	Be self-reflective, including identifying one's professional strengths and limitations in the provision of care.
PIC2	Articulate ways in which one's feelings, attitudes, values, and assumptions affect professional practice.
PIC3	Attend to one's own physical, emotional, and spiritual well-being.
PIC4	Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.
PIC5	Use one's professional authority as a spiritual care provider appropriately.
PIC6	Advocate for the persons in one's care.
PIC7	Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students.
PIC8	Communicate effectively orally and in writing.
PIC9	Present oneself in a manner that reflects professional behavior, including appropriate attire, and grooming.
Section III: Professional Practice Skills Competencies The candidate for certification will demonstrate the ability to:	
PPS1	Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect.
PPS2	Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.
PPS3	Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation and spiritual/religious practices.
PPS4	Triage and manage crises in the practice of spiritual care.
PPS5	Provide spiritual care to persons experiencing loss and grief.
PPS6	Provide religious/spiritual resources appropriate to the care recipients, families, and staff.
PPS7	Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.
PPS8	Facilitate theological/spiritual reflection for those in one's care practice.
PPS9	Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
PPS10	Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
PPS11	Document one's spiritual care effectively in the appropriate records.



Section IV: Organizational Leadership Competencies The candidate for certification will demonstrate the ability to:	
OL1	Promote the integration of spiritual care into the life and service of the institution in which one functions.
OL2	Establish and maintain professional and interdisciplinary relationships.
OL3	Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one's role in the organization.
OL4	Promote, facilitate, and support ethical decision-making in one's workplace.
OL5	Foster a collaborative relationship with community clergy and faith group leaders.
Requirements for the Maintenance of Board and Associate Certification In order to maintain status as a Certified Chaplain, the chaplain must:	
MNT1	Participate in a peer review process every fifth year.
MNT2	Document fifty (50) hours of annual continuing education as designated by one's professional association.
MNT3	Provide documentation every fifth year of current endorsement or of good standing in accordance with the requirements of his/her own spiritual/faith tradition.
MNT4	Be current in the payment of the annual fees as designated by one's professional association.
MNT5	Adhere to the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students.

## DEFINITION OF TERMS

### *ACPE Commonly Used Terms*

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

**Academic Resources** – Academic resources shall be reflective of the Center’s curriculum and consistent with the center’s expectations for student learning. Such resources include, but are not limited to: relevant and current texts and periodicals; research journals and databases; standard works of reference; multi-media and/or electronic resources.

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

**Applied Clinical Ethics** – The identification, analysis, and contribution to resolution of moral problems and dilemmas that arise in the care of persons in a variety of contexts, including but not limited to, medical ethics.

**Appreciative Inquiry** – “Appreciative Inquiry (AI) is a group process that inquires into, identifies and further develops the best of “what is” in organizations in order to create a better future. Often used in the organization development field as an approach to large-scale change, it is a means for addressing issues, challenges, changes and concerns of an organization in ways that builds on the successful, effective and energizing experiences of its members. Underlying AI is a belief that the questions we ask are critical to the world we create.” (Preskill & Catsambas, 2006, p2) Appreciative Inquiry will be the lens through which conversations about accreditation in centers takes place.

**Certified Educator** – A clinical pastoral educator who satisfies ACPE requirements for certification, either an ACPE Certified Educator or Associate Certified Educator.

**Certified Educator Candidate** – The title for a student who:

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

**Clinical Method of Learning** – An educational model that engages the student in reflection on and inquiry about the actual practice of spiritual caregiving.

**Clinical Pastoral Education (CPE; clinical education, clinical pastoral learning)** – A method of learning ministry by means of pastoral functioning under supervision as developed by ACPE. It is a process model of education, predicated on students’ individual needs and goals that are compatible with program objectives. ACPE distinguishes two types of CPE programming: CPE Level I/Level II and Certified Educator CPE. **Note: all references to CPE throughout this document are understood to be ACPE Accredited Clinical Pastoral Education (ACPE-CPE).**

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

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

**Commission** – A representative group given authority to make decisions on behalf of ACPE.

**Complaint** – A grievance, presented in writing and signed, involving an alleged violation of ACPE standards. Information on filing a complaint may be found on the ACPE website.

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

**Contract for Learning** – An agreement developed cooperatively by a student and CPE Certified Educator that establishes the learning goals of the student and the means to achieve those goals in a unit of CPE.

**Core Curriculum** – The minimum components necessary to satisfy the outcomes for a program of CPE or Certified Educator CPE.

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

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

**Culturally Responsive** – Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. *Taken from the work of Dr. Matthew Lynch*

**Curriculum** – For ACPE, curriculum has two primary meanings. First, historically, curriculum is the learning that evolves and emerges from human interaction and experience. The second meaning of curriculum refers to the knowledge and skills students are expected to learn, represented by outcomes and objectives for CPE Level I/Level II and competencies for Certified Educator CPE. It is the role of the ACPE Certified Educator to skillfully identify and integrate the two in order to best educate their students. A complete curriculum includes the books, videos, presentations, readings, and a means of assessment to evaluate student learning and growth, as well as the thoughtful utilization of students' clinical work, group processes and interactions, seminars, and didactics as modes for teaching and facilitation. A curriculum also includes a clearly written syllabus, with a defined educational and clinical schedule and interdisciplinary consultation and teaching within the program(s) provided by adjunct faculty and/or guest lecturers.

**Curriculum Crosswalk** – Refers to the process of cross referencing and aligning a center's curriculum and instructional program with the stated Level I/Level II Objectives and Outcomes and Certified Educator CPE competencies.

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

**Educational Plan** – The overarching structure for how a center approaches the teaching of Clinical Pastoral Education. The plan shall be inclusive of ACPE values and philosophy of educational formation, namely process,

pedagogy/andragogy, clinical learning, and contextual engagement.

**Enrollment** – The status of a student who has been accepted into a CPE program or by a CPE center, has fulfilled the program requirements for admission, accepted a place in the center’s program and completed orientation.

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

**Evaluation** – The overarching concept that is utilized in the assessment of student progress. Evaluation includes a student’s self-assessment, a formal, written evaluation by the educator, and is culminated in a face-to-face dialog between student and educator. See also End of Unit Evaluations .

**Grievance** – An alleged violation of an: ethical; and/or education standard or process; and/or certification standard or process believed to afford reason for a complaint.

**Hearing** – Meeting in which all parties involved have an opportunity to present their positions in cases of complaints or appeals. The meeting may be in person or by video conference or telephonic means at the discretion of the relevant ACPE commission.

**Individualized Learning Plan:** Developed cooperatively by a student, with the student’s peers and CPE Educator that establishes the learning goals of the student and the means to achieve those goals in a unit of CPE. The process involves a self-assessment of learning strengths and limitations, and learning gaps. A plan includes alignment of student goals with identified educational outcomes of a given curriculum. The same or a very similar process appears under several different names: learning contracts; learning agreements; personalized learning plans.

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

**Peer Group** – Small group of at least three CPE Level I/Level II students engaged in small group process and committed to fulfilling the requirements of the educational program.

**Objectives** – Objectives are the framework for curriculum development. Objectives describe what will be covered in a unit by organizing topics or learning activities to achieve student outcomes.

**Outcomes** – Learning outcomes identify what a student will know and be able to do, i.e. the expectations of the CPE program.

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

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

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

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

**Peer Group** – Small group of at least three CPE Level I/Level II students engaged in small group process and committed to fulfilling the requirements of the educational program.

**Presentation** – The giving or providing information about a specific topic. A presentation may be in different forms, for example, speaking, a written document, or the familiar “PowerPoint presentation.” A presentation might also be a video or a graphic.

**Process of Improvement** – A cyclical collection and examination of data/information used to help set goals, identify needed improvements and evaluate change.

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

**Professional Integration** – Ability to bring together various aspects of one’s personal makeup, such as cognition, affect, imagination, and direct observation, in one’s professional, pastoral, peer, and supervisory relationships.

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

**Program Management** – Responsibility and oversight for all aspects of a CPE program, including finances, administration, clinical and accreditation issues by an ACPE Associate Certified Educator or ACPE Certified Educator.

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

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

**Social Location** – A person’s position in a given society and world culture.

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