

TASPE

Tasmanian Association for Supervised Pastoral Education

STUDENT HANDBOOK



TASMANIAN CENTRE
FOR
CLINICAL PASTORAL
EDUCATION

Semester 1, 2022

Tasmanian Association for Supervised Pastoral Education Incorporated – TASPE Inc.

CPE STUDENT HANDBOOK

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Table of Contents

Definitions.....	4
1. Introduction.....	8
2. The Clinical Pastoral Education (CPE) Program.....	9
3. CPE - Foundational Unit	12
4. CPE - Advanced Unit	14
5. Supervision.....	18
6. Rights and Responsibilities	19
7. Written Assessment Guides, Presentations and Learning Goals.....	20
8. Patient Encounter Review (P.E.R).....	24
9. Mid Unit Evaluation.....	29
10. Case Study Guidelines	30
11 Final Evaluation	31
12. Non-Verbal Presentation.....	32
13. Practical Matters for Clinical Placement.....	34
14. Clinical Placement Protocol.....	35
15. Confidentiality.....	36
16. Privacy Statement - Tasmanian Centre for CPE	38
17. Supervisory Accreditation and Consent.	39
18. Code of Ethics for CPE Supervisors	40
19. Code of Ethics for CPE Students	44
20 Complaints Policy and Procedure.....	46
21. Complaints Procedure for Professional or Ethical Misconduct	52
22. Certificates & Accreditation.....	55
23. Dismissal from Program.....	55
24. Conclusion of the Unit.....	55
25. Suggested Reading List.....	56
26. Learning Contract – Student Copy	59
27. Learning Contract – TASPE INC. Copy.....	61

DEFINITIONS

Accreditation.	Accreditation is the official recognition by the TASPE Inc. that an applicant has satisfied a Review Committee that they have met the requirements of the TASPE Inc as specified in this handbook, and are authorised to function within a TASPE Inc approved CPE Program.
Aim.	Aims are directed towards the goal, the ultimate aim equals the goal.
Centre Director.	A Centre Director is a Level II (Clinical Pastoral Educator) or Level III (CPE educational Consultant) Supervisor authorised by TASPE Inc. to plan, organise and lead CPE Programs within a Centre registered by TASPE Inc.
Centre.	A CPE Centre is an entity registered by the TASPE Inc to provide or coordinate (either directly or by contract) CPE training Programs.
Chaplain	A person appointed by a Faith Tradition and / or facility to provide spiritual and pastoral care. Chaplains may be ordained or lay persons within a particular spiritual tradition. In this document the terms Chaplain and Pastoral Care Worker are used interchangeably.
Clinical	Clinical often refers to the setting (e.g. healthcare facility or literally “by the bedside”). In CPE it refers to the approach taken. i.e. a Clinical Pastoral Approach to providing Pastoral Care within a facility where we undertake Pastoral Ministry.
Clinical Pastoral Education (CPE)	Training for formation of pastoral ministry that involves the development of personal, professional and pastoral identity. CPE takes place in a setting where the participant exercises a pastoral ministry, that becomes the focus for learning. The participant contracts with an accredited Supervisor to enter a self-directed learning process involving an action/reflection model. Supervision takes place both individually and in small groups.
CPE Centre	A CPE Centre is an entity registered by TASPE Inc to provide or coordinate (either directly or by contract) units of CPE.
CPE Program	The provision of units of Clinical Pastoral Education as an educational process under the auspices of TASPE Inc.
CPE Unit	The four hundred (400) hours that constitute the CPE Supervisory process. May be completed over 10 Weeks in a Full Time unit or 44 Weeks as a Part Time unit.
Curriculum.	A curriculum is the content and process of a course of study.
Facility	A specific building, institution or location where people are cared for such as a hospital, nursing home or prison. Placements are conducted within a ‘Facility’.

Friend of the Association	A member of the who is sympathetic towards and has an understanding of the work of TASPE.
Goal.	A goal is the participants planned learning and educational objectives. It is acknowledged that a participant's 'goals' may require alteration or change.
Journal	A weekly written reflection on personal growth and pastoral experiences as well as a record of accumulated time spent in face to face ministry.
Ministry	Literally "Service". In Chaplaincy ministry refers to the Service of providing Spiritual & Religious care.
Objectives.	Objectives are the strategies for the achievement of the goal.
Participant:	A person engaged in a CPE program being run by an accredited CPE Supervisor.
Pastoral Care Worker	A person appointed by a Faith tradition and/or facility to provide spiritual and pastoral care. See 'Chaplain'
Pastoral Encounter Review (PER)	A record of a Pastoral Encounter that includes a transcript of the pastoral conversation, a reflective analysis and self-evaluation and assessment, theological /spiritual reflection and symbol. PER replaces the term 'Verbatim' and 'RoM Report of Ministry'. PER's are presented in group supervision sessions and to individual supervisors.
Pastoral Ministry	The specific act of providing Spiritual and Pastoral Care. See 'Ministry'.
Peer Supervision	The process in which students present their material / reflections to their peers in a group setting. Presentations generally take place weekly by agreement amongst peers.
Place/s of Care	A Facility in which a student offeres her or his pastoral ministry. See 'Facility'.
Placement Agreement	A contract between TASPE Inc., the Student and the Facility in which a student will undertake their placement.
Professional Development	Held in conjunction with ANZACPE at the Annual Conference, and intrastate with members of CPE Associations.
Program.	A Program is the plan of the course of study.
Recipient of Care	Any person, recipient, resident, inmate, client, student, family member, visitor or staff member to whom pastoral ministry is offered/provided
Registered Centre.	A registered centre is an appropriate location for the conduct of CPE Programs, which are recognised and registered by TASPE Inc., and which operates according

	to the standards of TASPE Inc. Registration is the process by which a Centre is assessed and authorised to function within the guidelines laid down by TASPE Inc
Review Committee.	A Review Committee is a specifically appointed committee that reports back to the Executive. It is involved in the process of the Registration of Centres and the accreditation of Supervisors.
Self-Supervision	The process by which a student uses the action/reflection model to examine the nature of the care they have provided to a recipient and their progress to meet the requirements of the programme.
Student	See 'Participant' above
Supervision	An educational process based on a relationship between supervisor and student in which students are helped to reflect on their own experiences, both individually and in small groups, in order to achieve greater awareness of and sensitivity to recipient needs, and to develop their own personal and professional pastoral identity and functioning.
Supervisors	are accredited by TASPE inc after having been assessed as possessing the qualifications, abilities and training to supervise. There are three levels of supervisor.
Supervisory	refers to the education of participants in the theory and practice of Pastoral Supervision and to assist them to achieve competence in functioning as supervisors.
Supervisory Levels	
Clinical Pastoral Supervisor (CPS) (Level I).	A CPS is a person who is accredited by TASPE Inc. to provide supervision for Foundation and if appropriate Post-Foundation participants under the authority of a CPED or a CPEDC (Level III) Supervisor.
Clinical Pastoral Educator (CPED) (Level II):	A CPED is a person who is accredited by TASPE Inc. according to the Australia and New Zealand Association for CPE Standard (ANZACPE Standard) to conduct Introductory, Foundation and Advanced CPE programs and may be appointed as a Centre Director. Level II Supervisors may provide Education in Supervision to Level 1 Supervisors.
CPE Educational Consultant (CPEDC), (Level III).	A Level 3 CPE Supervisor accredited by TASPE Inc. to conduct Introductory, Foundation, Advanced and Supervisory CPE programs and may be appointed as a Centre Director. A CPE educational consultant may provide education in Supervision for Level 1 and 2 supervisors. All accredited Supervisors and those permitted to act as Supervisors shall be attached to a Clinical Pastoral Education Centre and be responsible to the Centre Director. Supervisors not employed by a Centre may work in another Centre by agreement.
Theological/Spiritual Reflection	The reflective process in which the student identifies and explores the spiritual or theological concepts, teachings and beliefs that may be present during the care provided to a recipient

Training Levels:	
Foundation CPE	CPE refers to a program, which provides participants with the fundamentals of the supervised clinical method of learning in ministry.
Advanced CPE	CPE refers to a program in which all participants have satisfactorily completed at least one Foundation unit or its equivalent, or where a participant has met the objectives of an advanced unit.

1. INTRODUCTION

Chaplains have provided pastoral ministry within Tasmania's Hospitals, Nursing Homes and Prisons for over two hundred years and, as a consequence, spiritual care is seen by staff as an essential component of holistic spiritual wellbeing.

As a CPE Student you are invited to become part of a team that provides pastoral ministry. Together we share the responsibility for the maintenance and extension of pastoral ministry in places of care throughout the State.

Clinical Pastoral Education (CPE) is conducted in accordance with the Standards approved by the Tasmanian Association for Supervised Pastoral Education (TASPE Inc.), an affiliated member of the Australia and New Zealand Association for Clinical Pastoral Education (ANZACPE). A copy of the TASPE Inc. Standards is available upon request.

1.1 FOCUS OF LEARNING

During a unit of CPE, student learning will be focused on the Pastoral, Clinical and Professional dimensions of care.

Pastoral

Theory and practice will be challenged and enriched by exploring pastoral experiences within the framework of the student's spiritual heritage. The emphasis is on developing a model of spiritual insight that will underpin your pastoral practice.

Clinical

You will practice ministry in a structured environment that requires the integration of theory and practice. Program requirements follow that will help you learn from the "Living Human Documents"¹ (recipients of care) that you encounter during your pastoral practice.

Professional

Professional development is an important part of CPE. It is expected that you will gain a greater awareness of your own and others spiritual and emotional responses to pastoral encounters that, when integrated into practice, will challenge and strengthen your identity as a pastoral person.

¹ Boisen, Anton c.1925

2. THE CLINICAL PASTORAL EDUCATION (CPE) PROGRAM

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. CPE uses an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), with knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilizes the '*action-reflection*' model of learning. The '*action*' component entails practical experience in the work of pastoral/spiritual care within a pastoral/spiritual care setting; this care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The '*reflection*' component entails the exploration, articulation and integration of the pastoral/spiritual carer's experience, the dynamics present, and the theological/spiritual implications. This '*action-reflection*' process is integral to CPE students'/participants' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from living human documents.

The specific content of a CPE Unit will depend upon the particular interests and needs of the students/participants and the context(s) in which they offer pastoral/spiritual care. The learning process allows for the addressing of the particular learning goals that each student/participant identifies. The process balances the practical experience of pastoral/spiritual care, small group supervision/interaction, and personal individual supervision, in an integrated programme of experiential and theoretical education.

Foundational to the CPE process is a relational learning environment, based on the development of mutual trust, respect, openness and challenge.

CPE Units integrate clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

CPE is widely recognised as professional training for ministry. It brings participants (ministers, lay people and theological students) into supervised encounters in a variety of circumstances and institutions. Participants develop effectiveness in ministry through intense involvement with people and through feedback from peers and supervisors.

2.1 AIMS OF THE CPE PROGRAM

The CPE program, and its associated units, provide learning opportunities for Students to develop and enrich their pastoral identity and practice. Students learn through reflecting upon and presenting to their supervisor and peers, their experience of caring for recipients (eg recipients, families, friends, staff, inmates, residents etc.)

Students will:

- ♦ Gain a deeper understanding of self and others.
- ♦ Discover more effective ways of assisting recipients of care to make meaning of the life circumstances they face. This includes facilitating the exploration of spiritual and /or theological values and understanding.
- ♦ Explore their own spirituality and /or theological worldview and how this impacts on and informs their pastoral practice.
- ♦ Develop their ability to work cooperatively with other professionals within places of care, and utilise existing community resources to enhance pastoral practice.
- ♦ Gain a clearer understanding of the Chaplain's role and responsibilities within a place of care.
- ♦ Gain increased knowledge of some of the difficulties encountered within a range of care settings.

2.2 UNIT LENGTH & REQUIRED HOURS

A CPE unit can be completed over a minimum of ten (10) weeks or a maximum period of forty-four (44) weeks.

A CPE Unit shall be supervised by at least one Level 2 or Acting level 2 - "Clinical Pastoral Educator"

A CPE Unit participant peer group shall consist of no fewer than 4 participants and usually no more than 6 participants.

A CPE Unit is a total learning process of **at least 400 hours of supervised learning**, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

The Centre Director shall ensure that each CPE unit includes a minimum total of 400 hours of supervised learning in pastoral care. This includes at least:

- Ten (10) hours of individual supervision (or equivalents)
- Ninety (90) hours of peer group supervision (at least 80% attendance)
- Two hundred (200) hours in a placement made up as follows:
 - One hundred hours (100) face to face practice of pastoral care. This actual practice of pastoral care primarily occurs during the pastoral conversation and engagement with individuals and groups. It may include conducting and / or assisting with rituals and ceremony.
 - The remaining 100 hours may include observing others offering pastoral care, preparation, debriefing, inter-disciplinary meetings, collegial meetings, Self-care following a particularly challenging pastoral encounter, writing notes regarding an encounter, administration, ritual, handover and statistical recording.
- One Hundred (100) hours for personal written reflection on pastoral care experiences and written and oral course requirements.

2.3 PRACTICAL, WRITTEN, SUPERVISORY AND ASSESSMENT REQUIREMENTS.

Students shall be given credit for satisfactorily completing a unit of Clinical Pastoral Education once they have:

- Completed the required hours of pastoral care, including individual and peer group supervision as set out above;
- Fulfilled the requirements of the Clinical Placement Agreement.
- Identified and worked towards strategic learning goals mutually agreed by the Student and their CPE supervisor
- Critically reflected upon their experience of providing pastoral care within the context of the supervisory process
- Completed the agreed assessment tasks for the unit (See Section 7 for details); ANZACPE Standards require that participants complete at least:
 - A Learning Contract and Statement of your personal, professional and spiritual goals for the unit and how you plan to achieve these
 - A Spiritual Journey Paper that describes the participants theology / spirituality and how their spiritual journey impacts on their professional pastoral practice.
 - Nine (9) Pastoral Encounter Review's (PER) (four to peers, four to their CPE supervisor, one at the Final Evaluation)
 - A Mid Unit Evaluation
 - A Final Evaluation

Additional tools that may be incorporated into a CPE Unit include:

- A Case study
- A Book Review
- A Weekly Journal (including record of accumulated time spent in face to face ministry)
- A Presentation on a Journal Article
- A Non-Verbal Presentation
- Other papers, presentations and journals as agreed by the Unit Supervisor and /or Group Process.

2.4 ELEMENTS AND MODEL OF LEARNING

2.4.1 The essential elements of CPE include:

- A specific time period
- The actual practice of ministry to people
- Detailed reporting and evaluation of that practice
- Theological reflection
- Individual and group supervision
- An individual contract for learning
- A process concept of learning
- A theoretical perspective on elements of the program
- A small group of peers in a common learning experience
- A qualified and accredited supervisor

2.4.2 The Model of Learning.

CPE is a model, that involves adults in experiential learning. It is inclusive of cognitive, psychological, sociological, interpersonal and theological components. The method involves a process of supervised action/reflection where participants:

- 1) Engage with people in a variety of settings and circumstances.
- 2) Explore theology whilst working with the 'Living Human Document'.
- 3) Set and pursue goals and objectives as part of an individual learning contract.
- 4) Reflect on, record and present experiences of pastoral engagement, individually and in groups.
- 5) Recognise and appropriately respond to the complexity of issues and emotions associated with pastoral experience.
- 6) Work towards developing their own theology of Pastoral Care that is both contemporary and functional within the context of their faith tradition.
- 7) Evaluate all aspects of their pastoral practice.
- 8) Incorporate new learnings into their perceptions and behaviour.



3. CPE - FOUNDATIONAL UNIT

A Foundation Unit introduces participants to the CPE model of learning and seeks to develop basic pastoral care skills, reflective practice, theological reflection and an ability to evaluate and incorporate learning.

3.1 Objectives of a Foundation Unit

The objectives of a Foundation unit of CPE for participants are that they:

- 1) Become more aware of her or himself as a pastoral practitioner and of the ways that their pastoral engagement affects others.
- 2) Develop basic interpersonal skills by actively listening to and responding appropriately to those with whom they engage.
- 3) Clarify their own spiritual journey and faith development and how these relate to pastoral functioning.
- 4) Learn to use the action/reflection model when self-evaluating their relationships in pastoral practice.
- 5) Use individual and peer supervision for evaluation of their pastoral engagements and for growth in their understanding.
- 6) Use both individual and group supervision for interaction, support, clarification and confrontation as a means of integrating their personal and pastoral identity.
- 7) Increase their understanding of their faith when issues arise during their pastoral practice. This will serve to enrich their pastoral identity.
- 8) Learn to discern any faith needs of those with whom they engage and to be a supportive presence. For example they may offer meditation, prayer, sacraments, reading from Sacred Writings or other spiritual resources.
- 9) Develop the ability to assess pastoral needs taking into consideration differences in culture, spirituality, ethnicity, socioeconomic backgrounds, psychological and emotional expression.
- 10) Become aware of their pastoral role as they interact with peers and other professionals.

3.2 Competencies of a Foundation Unit

In order to be accredited with having successfully completed a Foundation Unit of CPE, a participant needs to be able to demonstrate competency, professional experience and development in each of the following four dimensions of experiential learning:

1. Actual Ministry as a Pastoral Carer (Professional Practice) This means demonstrating: -	Does NOT Meet the Standard	Meets the Standard	Exceeds the Standard
<ul style="list-style-type: none">• The ability to engage in the pastoral / spiritual care of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds.			
<ul style="list-style-type: none">• The capacity to listen reflectively			
<ul style="list-style-type: none">• The capacity to identify the person's agenda and spiritual needs and attend appropriately;			
<ul style="list-style-type: none">• The ability to initiate pastorally caring relationships;			
<ul style="list-style-type: none">• The capacity to engage with inter-disciplinary staff;			
<ul style="list-style-type: none">• The capacity to manifest professional resilience			
<ul style="list-style-type: none">• The capacity to function Ethically as a pastoral / spiritual care practitioner			

<ul style="list-style-type: none"> • A capacity to consider and experiment with varied approaches to pastoral practice. 			
2. Reflective Practice This means demonstrating the capacity to: -			
<ul style="list-style-type: none"> • articulate, evaluate and reflect in writing on their ministry and its effect on others; 			
<ul style="list-style-type: none"> • engage in reflective conversation about their ministry with peers and supervisor; 			
<ul style="list-style-type: none"> • articulate how their spirituality/theology, assumptions, attitudes, values, story, strengths and limitations impact and influence their pastoral / spiritual care; 			
<ul style="list-style-type: none"> • reflect upon relationships with peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self; 			
<ul style="list-style-type: none"> • use the action reflection model and to evaluate progress towards their goals and objectives; 			
<ul style="list-style-type: none"> • engage in self and peer supervision ie, the ability to hear, engage and reflect upon the support and feedback offered by the CPE Supervisor(s) and / or their peer group. 			
<ul style="list-style-type: none"> • reflect on the ethical considerations associated with Pastoral Care 			
3. Theological/Spiritual Reflection (Informed Practice) This means demonstrating the capacity to: -			
<ul style="list-style-type: none"> • reflect upon particular encounters and pastoral experience within a theological/spiritual framework; 			
<ul style="list-style-type: none"> • reflect upon and evaluate the meaning of the pastoral role in relation to their theology/spirituality and identity as a pastoral carer; 			
4. Evolving Practice This means demonstrating: -			
<ul style="list-style-type: none"> • The capacity to consider and experiment with varied approaches to pastoral/spiritual care. 			
<ul style="list-style-type: none"> • The ability to explore how the insights gained from the Student's theological/spiritual reflection on pastoral experience can be incorporated into subsequent practice 			

4. CPE - ADVANCED UNIT

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, professional competency, and may include the intention to seek professional development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational Units.

To be accredited as having completed a unit of CPE at an Advanced Level the Candidate will be required to demonstrate to a panel of professional people that includes representatives of pastoral, supervisory and faith traditions, his or her competence in providing pastoral care. The panel will be seeking to ensure that the Candidate is competent in each of the four phases of the experiential cycle of learning. During the meeting the Candidate will be required through their written materials and interview to demonstrate concrete experience, reflective observation, pastoral and faith conceptualisation and active experimentation. At this level the panel will be looking to see how the Candidate exercises freedom to depart responsibly from a Foundation CPE format, in order to strengthen their personal and pastoral security in the absence of well-defined roles and boundaries.

- 1) Advanced CPE requires the Candidate to show a heightened level of personal awareness, pastoral formation and professional development in a pastoral care specialisation that allows for intensive and extensive engagement on which to focus their development during the unit. Professional competency is the desired outcome.
- 2) A Participant will usually have completed a number of Foundational CPE units before being considered for Advanced CPE. However, as a minimum, potential advanced candidates must have attained successful completion of at least one certified CPE unit in programs recognised by TASPE Inc. The intention to undertake an Advanced CPE Unit must be negotiated with your CPE Unit Supervisor in conjunction with the Centre Director prior to the commencement of the Unit.
- 3) In addition, the Candidate will write a paper integrating theory and pastoral practice in an area in which they have specialised. It is expected that this paper would be of a quality to meet requirements for publication.

4.1 Objectives of an Advanced Unit

The objectives for an Advanced Unit focus on the Candidate's development of professional competency within a specialised ministry and include helping participants to:

- 1) Further develop their pastoral identity and become pastorally competent in concentrated areas of pastoral engagement while developing skills needed for in depth Pastoral care or for crisis situations. To become proficient in documenting these interactions and making appropriate referrals.
- 2) Use the action/reflection model in self evaluating their strengths and limitations (values, attitudes, assumptions) in recognising how these may help or hinder their pastoral practice and in developing options for self growth.
- 3) Gain competence in utilising supervision and consultation to evaluate their personal and professional growth in pastoral care.
- 4) Take initiative and show leadership in using their peer group for increased self understanding and for personal and pastoral identity integration.
- 5) Use faith reflection in their engagements to enrich their pastoral identity.
- 6) Make optimum use of their spiritual heritage, faith understanding, psychosocial dynamics, and cultural and ethnic differences in pastoral care to persons and groups.
- 7) Develop the capacity to use a pastoral perspective and ministerial competence in a variety of functions such as: preaching, teaching, administration, pastoral care and counselling. Within each focused ministry, the design of the Program concentrates on proficiency in four dimensions:
 - a. *Knowledge outcomes:* Understanding of general and specific facts, processes, theories and methodologies of the focused ministry.
 - b. *Skills outcomes:* Attainment of pastoral communication skills and leadership.

- c. *Values/Beliefs*: Articulation of the meaning of their pastoral identity and the theological framework of their ministry.
 - d. *Relationships*: Integration of personal, professional and theological competencies.
- 8) Develop the ability to work as pastoral members of an interdisciplinary team

4.2 Competencies of an Advanced Unit²

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:	Does not meet the Standard	Meets the Standard	Exceeds the Standard
<p>1. Professional</p> <p>This means the ability to be able to:</p> <ul style="list-style-type: none"> • provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, spiritual and social backgrounds. • offer consistent respect for peoples' pastoral/spiritual needs through the use of various pastoral/spiritual skills, including attending/listening, empathic reflection, confrontation/conflict resolution, crisis management, and the appropriate use of spiritual resources. • assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response (including during critical incidents) whilst maintaining a clear pastoral/spiritual identity. • work effectively with multi-disciplinary staff. • manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction, and clear, accurate professional communication. • demonstrate a mutual respect for and a working alliance with CPE peers, with pastoral/spiritual care professionals, and/or professionals from other disciplines. • Identify ethical principles in relation to pastoral/spiritual 			

² Based on Kolb's cycle of learning - 1984

situations.			
<p>2. Reflective Observations on Pastoral practice</p> <p>This means demonstrating the capacity to:</p> <ul style="list-style-type: none"> • evaluate and articulate: <ul style="list-style-type: none"> a) the quality of pastoral/spiritual care provided; b) relationships with peers, supervisors and professional colleagues; and c) progress towards goals and objectives • engage in self-supervision and peer-supervision within the CPE Unit. • identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness, and articulate the effect of experimenting with alternative pastoral/spiritual styles and interventions. • reflect on the ethical considerations associated with pastoral/spiritual care, and function ethically as a pastoral/spiritual care practitioner. 			
<p>3. Informed</p> <p>This means demonstrating the capacity to:</p> <ul style="list-style-type: none"> • articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with their own personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs. • identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies. • consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's own existing theological/spiritual understanding. • explore and articulate how any particular situation might inform future pastoral/spiritual care practice. • engage in group and relational processes (including conflict), and explore the theological/spiritual and conceptual issues arising from these processes. 			
<p>4. Evolving</p> <p>This means demonstrating the capacity to:</p> <ul style="list-style-type: none"> • incorporate new learning into subsequent pastoral/spiritual 			

<p>practice and professional relationships, and then to evaluate the impact of this changed practice.</p> <ul style="list-style-type: none"> consider alternative approaches to pastoral/spiritual care, to use a variety of pastoral/spiritual stances with people, and to develop a range of strategies. 			
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5. SUPERVISION

Supervision takes place in both group and individual forums that provide a regular space for students to reflect on and explore their pastoral practice.

Students are expected to explore and incorporate the unit objectives (Section 3) and personal learning goals during the supervisory process.

5.1 INDIVIDUAL SUPERVISION

Each Student will spend a minimum of 10 hours in Individual Supervision with a supervisor. This equates to once per fortnight. This requires a great deal of discipline and rigour, as it is easy to fall behind which can cause problems toward the end of the unit.

Students are expected to sign a **Supervision Contract** with their supervisor outlining details of: venue, meeting times, and the supervisor/student expectations of the supervision process. It is expected that a Student will bring material to work with to Individual Supervision sessions. This contract can be renegotiated at the instigation of the supervisor or student, during the course of the unit. Supervision Contracts will be provided during your first Individual Supervision session.

5.2 GROUP SUPERVISION

Students are expected to bring their written material to the group supervisory process and engage in learning from the group process and assist others in their learning as well.

The group will spend a minimum of 90 hours in a group supervisory process.

In exploring your work in both group and Individual Supervision you will:

- Gain a better understanding of what is happening to the recipient and/or their family, and/or the care team.
- Become more aware of your own reactions and responses to the recipient, understand these better.
- Understand the dynamics of recipient/pastoral carer interaction
- Review and evaluate how you intervened and the consequences of your interventions
- Explore alternative ways of caring for this recipient and others who may be in similar situations
- Become more aware of what it means to be pastoral
- Become aware of how you were affected by the recipient's distress, pain etc. and how you might care for yourself.
- Become aware of blind spots, areas of vulnerability from your own woundedness and your own prejudices/assumptions.
- Explore where to from here, how you might develop a pastoral care plan
- Become aware of the boundaries of your role, ethical issues etc.

6. RIGHTS AND RESPONSIBILITIES

6.1 RIGHTS

Participants in any unit of the Clinical Pastoral Education program have the right to:

- Engage freely in the CPE action/reflection educational and learning process
- Learn from their experience/s and others
- Respectful treatment, privacy and confidentiality of shared materials/stories
- Provide input as per the CPE process to others learning journey and process
- Receive input and insights from peers and supervisors in the process
- Be respected and valued as a human being interacting with 'living human documents'
- Maintain their faith-based convictions and spiritual worldview
- Opt out of an experience if felt to be intolerable
- Receive supervision and educational opportunities as outlined in this document
- Other rights may be outlined in placement facilities' policy & procedures

6.2 RESPONSIBILITIES

The student in this Unit of Clinical Pastoral Education Program has the responsibility to:

- Observe the rights of recipients including their right to respectful treatment, privacy and confidentiality.
- Observe the rights of peers and supervisors including privacy and confidentiality.
- Function with integrity and dignity as a professional representative of the organisation for which the care is delivered. This includes presenting oneself in a manner that reflects professional behaviour, including appropriate attire.
- Attend to one's physical, emotional, and spiritual well-being.
- Actively engage in the learning process
- Actively engage with CPE Peers in a constructive dialogue
- To explore their pastoral practise/s, methodology, philosophy and pastoral identity in line with their learning goals and group process
- Be prepared to be challenged on practices, philosophies and worldview
- Observe the requirements of the placement agreement including mandatory reporting.
- Function in accordance with the TASPE Code of Ethics and the applicable codes of their placement facility / service.
- Students shall at all times be mindful of the intensity of the CPE work and of the deep feelings that it can reveal in themselves and their peers. With this understanding comes the responsibility to explore their own feelings to what has been presented prior to giving thoughtful and kind responses.
- Other responsibilities may be outlined in placement facilities' policy & procedures

7. WRITTEN ASSESSMENT GUIDES, PRESENTATIONS AND LEARNING GOALS

CPE participants need to provide written materials for learning in group and peer supervision as evidence of their growth and learning. TASPE utilises a range of tools to facilitate learning and reflection. A unit of CPE may include any or all of the following written assessment tools:

7.1 WEEKLY JOURNAL

The journal becomes a travelling companion for the journey. The journal allows you to connect your past, and those formative events which contribute most significantly to who you are and how you think and respond, to your present, and this CPE experience and your future, as new insights lead to setting other directions in your life.

Use it to record your thoughts and feelings about events, recipient visits, and other people with whom you interact during this CPE unit, including issues of power, justice, the presence or seeming absence of God. Recording and reflecting upon an event brings insight. Continued recording of events, feelings, and insights can reveal patterns. Looking at patterns can reveal strengths and achievements upon which we have the opportunity to build and expand.

The journal in practical terms provides a record of ministry hours, and of people seen. This includes making and updating a record of accumulated time spent in face to face ministry. Snippets of conversation exchange can be recorded in the journal as clinical evidence of an encounter.

Some helpful questions might include:-

I felt good\not so good about

I think\realise that...

I felt comfortable\uncomfortable with ...

I liked\did not like

I felt successful\a lack of success when ...

I felt helpful\helpless ...

I felt powerful\powerless...

I felt valued and appreciated by...

I felt confident when ...

... has changed my way of thinking\feeling...

I realise\recognise that ...

Some general rules include:

Leaving a margin similar to that for a verbatim report, for comment.

Submitting a journal in the envelopes provided each week OR

Submitting as per arrangement with your supervisor; this could include emailing the journal on a weekly basis

Length to be no more than two (2) typed pages.

7.2 GROUP PRESENTATIONS

The learning process in CPE is largely centred on the presentation of clinical material to the group of peers who are working in the program with you. These presentations enable each student to reflect upon and evaluate the congruency of her/his acts of ministry, and will take the following forms.

Please note: When presenting material to the group, a copy of the material will be needed for each student and each supervisor. Following the suggested guidelines for presentation of written material is recommended.

7.3 PASTORAL ENCOUNTER REVIEW (PER)

Each student will be required to present a minimum of Nine (9) Pastoral Encounter Reviews (PER's) during the course of the unit. Four of these are presented to the peer group, and four to the supervisor during the supervision conference and one is presented during the Final Evaluation. The focus of these accounts is the actual ministry offered to a client, and the objective is to recognise and clarify issues relevant to the student's growth and development as a pastoral person (See Section 8 for PER presentation guidelines).

7.4 CASE STUDY

A Case Study will be presented toward the end of the unit that will explore either the pastoral care offered to a single person over the course of the unit or the establishment, formation and experience of the Student's pastoral placement and identity (See Section 10 for Case Study guidelines).

7.5 NON-VERBAL PRESENTATION

A non-verbal presentation will be made to peers and supervisor prior to the Final Unit Evaluation, where the objective is to explore, without the spoken word, the Student's experience of the CPE Process (See section 12 for Non-Verbal presentation guidelines).

7.6 BOOK REVIEW:

Review of a book relating to pastoral care that you have found helpful in your pastoral practice, during the course of this unit.

Guide for Book Review:

- What was your overall impression of this book?
- Why did you choose to read this book? What did you hope to learn? What did this book offer you in terms of your ministry?
- What questions did it evoke?
- In what ways have you addressed these questions?
- FROM your reading what have you applied in your ministry? What were the results of your experiments/testing of theories and/or practice?
- How have you modified or adjusted the theories and/or practice offered in this book?
- In what way did the reading of this book challenge your values, attitudes or assumptions?
- Where did it stretch you?

7.7 JOURNAL ARTICLE

A review of a Professional Journal Article that you have found ~~that~~ informs the ministry of care that you have offered to recipients during the course of this unit.

Guide for reflecting on Journal Articles:

- What was your overall impression of the article?
- List the three most significant points it raised for you? What questions did it evoke?
- Is there something in the reading that you disagree with? If so, what? Briefly give your reasons.
- What does this reading offer you in terms of your pastoral care ministry?
- In what way did the reading challenge your values, attitudes or assumptions? How?

7.8 THEOLOGICAL/SPIRITUALITY SEMINAR / PAPER

During the unit students may present a seminar which explores theological and or spiritual issues related to the theory and practice of pastoral care.

This seminar may include thoughts and feelings in response to material presented by others, or arising out of your own reading or viewing of videos or films or some other medium. It may take the investigation of a theme, and be offered as a presentation to your peers.

7.9 DIDACTIC

This is a teaching/input seminar held at regular intervals. It can be led by personnel from other disciplines as well as by the supervisor or members of the chaplaincy department. Students can request topics that they might like to hear more about.

7.10 OPEN AGENDA GROUP

This session is held at the end of every week during a full time unit of CPE, and provides opportunity for giving and receiving pastoral care, and also provides a forum for addressing any issues which arise during the week. Within a part time program, it may be beneficial for such an activity to take place at the close of a day, or at the beginning of the next week's meeting.

7.11 LEARNING CONTRACT

At the start of the unit, students will each sign a **Learning Contract** with their CPE supervisor (Section 25). This is an agreed statement between both parties about the structure of learning and the work process (documentation to be submitted, time spent in the practice of ministry, hours spent in the group process etc.). The contract can be renegotiated by the supervisor/student during the course of the unit.

7.12 LEARNING GOALS

At the beginning of the unit, Students are required to set Professional, Personal and Spiritual goals for their own learning and development. These goals are discussed and reviewed with your supervisor, presented and reviewed in class and reviewed during mid-year and end of year evaluations.

Goals need to be specific, measurable, achievable, realistic, time framed. (SMART).

List your present pastoral strengths.

List specific areas in which you wish to grow.

Goals Outline

Goals: What do I want to learn/develop further?	Methodology / Objectives How will I work to achieve this goal?	Outcomes: How will I measure my achievement? What will successful achievement of this goal look like in terms of behaviour, attitudes or knowledge?
Personal 1. 2.		
Professional 1. 2.		
Spiritual 1. 2.		

8. PATIENT ENCOUNTER REVIEW (P.E.R)

- All information about recipients that you receive during placement is confidential. A Patient Encounter Review (PER) is to be written in a way that does not disclose the identity of the recipient.
- A PER. is to use the format outlined in Section 8.2. 8.3 or 8.4.
- A copy of the PER. is to be provided for each participant in the group supervision session.
- At the conclusion of group supervision sessions PER's are to be returned to their author. If you wish to keep one of your peer's PER's then you must ask their permission. PER's kept for the purpose of your ongoing learning must be stored in a secure place. When a PER is no longer needed you should place it in the confidential paper bin for shredding.

8.1 RESPONSIBILITIES

To yourself:

- To identify your learning goal, what you would like help with and to invite your peer group and supervisor to work with you.
- To become increasingly able to share with your supervisor and peers what you hope to learn -what you are currently working to develop.
- To become more aware of your pastoral role.
- To be open to other's feedback.
- To monitor and honestly explore tendencies to justify, explain or defend.
- To develop the ability to discriminate what feedback is useful / helpful.
- To explore pastoral skills, interventions and methods, motivations and how these are informed by one's spirituality and philosophy.

Your responsibilities in working with another's PER presentation:

- Discover what the presenter needs... what they want to learn from their presentation.
- To give owned, balanced and specific feedback, speak from your own experience.
- Includes describing your feelings; letting the other person know what feelings were aroused in you can help him/her to understand the impact of his or her behaviour on others. This means that you need to be able to tune into your feelings and express them. It does not mean that the other caused these feelings (you continue to accept responsibility) but it does mean that the feelings were triggered by the behaviour. If the feelings you expressed are validated by other group members, then the other person has to accept the possibility that his or her behaviour has produced the same impact on the recipient/client/parishioner.³
- You should have the best interests of the recipient in mind and not use feedback to meet some personal needs.
- Any feedback that is perceived as saying the individual is 'wrong' or as being at fault or flawed in some way will not be received constructively.
- The recipient should be given the freedom to accept or reject it. There are reasons why one may be reluctant to accept the feedback: not being ready for it, not trusting the giver's motives, feeling rejected by the feedback, not understanding, needing more time to process the information etc.
- Avoid patronising advice and preaching; "If I were you, I would," or "Pastoral Carers ought to be warm and accepting"
- Ensure that time is equally shared- that everyone has the opportunity to share their thoughts.
- Assist the presenter to explore and clarify their thinking, feelings and fantasies which underlie their ministry encounter
- Ensure a safe enough space for the presenter to reveal their learning issues/goals

³ Brown, Nina W Teaching Group Dynamics, p. 69

8.2 PASTORAL ENCOUNTER REVIEW FORMAT

(This is a construction of the dialogue which took place rather than a word for word account).

Pastoral Encounter Review

Student's Initials:

PER No:

Recipient/client name (use a Pseudonym)

Age:

Location of Encounter:

Date of Admission (*if known*):

Date, Time and Duration of visit

Background Information

A brief paragraph describing the condition surrounding your visit with the patient including: reason for visit, physical setting, brief description of patient. Include source of referral, facts about previous admissions, occupation, medical history, place of residence, religion / spiritual worldview. State how the factual information and or referral influenced your attitude plans, preparation and interaction.

State your reason for making this call as a Chaplain (ie what was your aim in beginning this encounter?).

Record of the Encounter

Dialogue	Observations	Feelings
Record what was <i>said</i> and <i>done</i> by each of those involved, tracing the actual sequence of the encounter. Use “C” for Chaplain, “R” for recipient, “N” for nurse etc.	Your impression prior to the conversation commencing; note sights, sounds, smells, physical and social settings, what is present or absent, affect and appearance of the recipient.	Student's thoughts and feelings
C1 Hello, Mrs Carter....		
R1 Hello.....		
C2 How are things for you today?		
R2 I'm not doing too well		
C3 What do you mean?		
R3:		
C4:		

Evaluation

NB: In evaluating your encounter, attempt to present a summary and analysis of what happened. State insights gained into the recipient's situation and your feelings. Be as objective as you can in making a pastoral diagnosis of this encounter, and reflect theologically upon your visit.

Overview of the encounter

How well did you achieve your aim?

Note the occasions when the conversation flowed or opened up, and those moments when it stopped. Look to see what worked, and what didn't. Evaluate the length of time of the visit, and any blocks that may have occurred whilst you were with the recipient.

What were the main themes / issues raised? How well did you respond to them?

Be specific, back up your claims with evidence.

Mr B started to become anxious (P7).

I enabled Mr B to relax by..... (P9).

Include evaluations of the following headings after the overview:

1. Pastoral Methods Used	e.g. Listening, reflecting, exploring, interpreting, clarifying, supporting, reassuring, etc.
2. Recipient's Predominant Mood	e.g. Confident, withdrawn, anxious, excited, angry, fearful, etc.
3. Pastor's Emotional Reactions	e.g. Comfortable, tense, accepting, frustrated, etc. What did you feel about the recipient and about yourself?
4. Pastor's Effectiveness	Do you think that you were effective or achieved something during the encounter? Are you aware of taken or missed opportunities? What were your strengths? Where is your growing edge?
5. Pastoral Diagnosis	Are there statements, themes, attitudes, etc., you could make which would give an assessment or indication, or pastoral diagnosis of the recipient's situation? Losses: M.R.S.F.I.R. Spiritual Assessment Tool <ul style="list-style-type: none">• Highfield & Cason• Fitchett• Other Tool: HOPE, FICA etc.
6. Pastoral Management Plan	Include reference to your pastoral plans for the recipient, e.g. future calls, referrals, to other services or resources, any follow up, any tentative pastoral goals.
7. Theological / Spiritual Reflection	Any specific theological concepts or issues which arise out of your biblical or community of faith tradition? How do these issues impact upon your ministry of care?
8. Symbol	Please include a symbol that encapsulates the reason for bringing the PER.

Why did you present this encounter? (I presented this PER to supervision because.....)

I declare this is an original PER and a true reflection of my work.

Signed: _____

Date: _____

8.3 CRITICAL INCIDENT REPORT

Nb - Workplace Health & Safety Accidents and Incidents that may be called ‘Critical Incidents’ are to be reported as per the facility’s policy and procedure regarding incidents and accidents and are to be taken to the next supervision meeting for discussion and possible management.

A Pastoral Critical Incident can be a personal encounter that may have caused increased anxiety for you. It may also be an incident that had an emotionally heart-warming effect.

It should be something that can be marked as the “high point” or “low point” of the work in your pastoral ministry. Attempt to cover as many of the areas as you can.

Critical Incident

Recipient/client name (use a Pseudonym)

PER / Incident No:

Student’s Initials

Date, Time and Duration of Incident


1. Any background information
2. Describe the incident or event as best you can.
3. Attempt to record any emotions you perceived in others.
4. Describe your own feelings during and after the incident.
5. If the incident is a “low point” attempt to state the issue as you see it. If the incident is a “high point”, attempt to state why.
6. Record verbal exchanges in verbatim form and any observations of non-verbal communication.

If a “low point”, suggest other ways you might have handled the incident. If either a “high or low point”, state any new insights or learning for you.

Evaluation

Attempt to cover as many of the required areas in the PER evaluation as you can.

8.4 PROCESS MODEL

- 1) Why do I care about this matter?
 - Personal Story Telling
 - 2) Defining the Issue:
 - What's going on?
 - Viewing from the other side. A hermeneutic of suspicion that would allow history to be written from the loser's side.
 - Naming that which you think is taking place. – “What's going on here?”
 - 3) Analysis:
 - How does this issue reflect/portray socio-economic concerns, geographical or cultural issues, and questions involving disability, gender or race?
 - What does this issue convey about men's, or women's power?
 - What values or beliefs underlie this issue?
 - 4) Alternatives for action:
 - What values do you want to associate with the issue?
 - What would you like to have happen?
 - What strategies are possible?
 - What are you going to do?
 - 5) Theological Reflection:
 - What might be termed theological about this issue?
 - How might this be expressed in other ways?
- 

9. MID UNIT EVALUATION

Mid-Unit Evaluation

PRESENTATION: Mid Unit Evaluation

NAME:

CPE CENTRE: Royal Hobart Hospital

SUPERVISOR:

UNIT & SEQUENCE: Foundational / First – Post Foundation / Advanced

DATE:

The following questions are offered as guidelines to assist you in the preparation and presentation of your evaluation.

- 1
 - a. Using the clinical evidence from your **PERs** and **journals** to support your claims, evaluate the progress that you have made toward meeting your goals.
 - b. Outline and give reasons for any changes or modifications that you consider making to your present goals.

Please include a copy or list of your goals with your Evaluation.

- 2 Evaluate your relationship with **each one** of your:-
 - Peers,
 - Supervisor and
 - Wards, recipients, significant staff.
- 3 Describe the most difficult thing that you have experienced during this Unit.
- 4 And the happiest!
- 5 What additional learning have you gained, added to and/or integrated into your pastoral care during this unit so far?
- 6 Do you have any general comments to make?

Length is to be no more than 2500 words

Use clinical evidence taken from your PERs and journal to support your claims.

Please make a copy for each person in the group and your supervisor

10. CASE STUDY GUIDELINES

Case Study Guidelines

Name :

CPE Centre:

Royal Hobart Hospital

Placement Facility & Location:

Supervisor

Unit & Sequence:

Foundation, Post Foundation, Advanced

Date:

Introduction

The purpose of the Case Study is to demonstrate how you have established and maintained a pastoral ministry to a person or group of people during this CPE Unit.

Include any details that you think will give a picture of the person or ward or unit to whom or in which you have ministered.

- 1 Outline the development of your Pastoral Relationship with staff and recipient(s).
- 2 Outline the Pastoral Issues that emerged during your ministry.
- 3 Describe and evaluate your ministry during this unit of CPE, giving attention to the development of your Pastoral and Professional Identity and any development or change for the recipient.
- 4 What do you see as the strengths and weaknesses in this ministry that you have offered?
- 5 Describe the personal issues raised for you in this ministry, and outline your personal growth as a result.
- 6
 - i) Was there a case for a referral for ongoing ministry,
 - ii) Describe the pastoral rationale for this.
- 7 Name and explore the theological theme that has emerged for you from this ministry.

It is essential that you support your claims of ministry using material that you have recorded during this unit, ie: PERs, and journal entries.

Case Study to be no more than 2000- 2500 words

Final Evaluation

Name:

CPE Centre: Royal Hobart Hospital

Placement Facility / Location:

Supervisor:

Unit and Sequence: Foundation / Post Foundation / Advanced

Date:

1. Present a PER that reflects your current level of functioning:
Include:
 - a. An evaluation of your pastoral relationship
 - b. Strengths and weaknesses
 - c. Spiritual assessment
 - d. Theological reflection
 - e. What you hope to learn from the presentation
2. Where are you now in relation to the goals that you set at the beginning of the unit*?
Were these goals modified as the unit progressed?
3. Evaluate your ministry during this unit:
 - a. In terms of recipient, resident or client helpfulness*
 - b. Assessment of your contribution to 'multidisciplinary' care*
 - c. Your professional growth and identity as the pastoral care person/chaplain to your placement*
 - d. What resources did you draw upon to fill out your ministry to recipients/clients and staff?
4. Evaluate your participation in the group interaction.
5. Evaluate your relationship with each of your:
 - a. Peers,
 - b. Supervisors;
 - c. Any significant staff;
 - d. Others on this CPE journey.
6. Write a brief statement on a theological or spiritual concept that has 'come alive' for you during this unit of CPE.
7. Outline your future plans and hopes.
8. As a conclusion, evaluate the strengths and weaknesses of this CPE program and the Chaplaincy Department (if appropriate) for you.
9. Find a symbol or image that encapsulates this unit for you.

***Please support your claims with extracts from your PERs and Journals. Length to be no more than 5000 words in total. (Maximum length for PER: 2500 words / Maximum length for points 2-9: 2500 words).**

12. NON-VERBAL PRESENTATION

The 'Non-Verbal' is a presentation that reflects your experience of this unit of CPE. Participants are not to use any words spoken, written or sung (eg song lyrics). Written words are not allowed unless they are incidental to the presentation.

12.1 RATIONALE

1. It provides an opportunity to explore what this CPE unit has meant for you without having to use words.
2. It forces us to think differently about our experience and convey it in a way that others can engage with /participate in.
3. It reinforces the significance of non-verbal communication and the importance of how we express ourselves non-verbally.
4. It assists us to think about our own identity and who we are and how our experience of CPE shapes and forms our own pastoral identity.
5. It means we need to think hard and reflect carefully about our experience in order to come up with symbols and activities that encapsulate our experience of pastoral care and this course. When we reflect on what meaning comes up we may also recognise learning about ourselves and how we work.
6. It forces us to be creative in how we express ourselves– this is particularly helpful in stretching us as we sometimes have to think laterally about how we pastorally care for others who may not be able to use words (stroke recipients / dementia recipients, MND Recipients, among others).
7. A non-verbal process engages other senses to communicate meaning – eg. sense of smell can be very powerful and evoke both emotion and memory (incense, flowers, rain, fields, animals). Likewise sound can evoke similar emotions. These can be a helpful tool in offering pastoral care to others.

12.2 NON – VERBAL PROCESS

How to prepare for it:

1. The Non-Verbal presentation is an opportunity to explore creatively your experience during this CPE unit and the pastoral/spiritual care you have engaged with in a medium other than the spoken or written word. This includes words written on pages, overheads and slides / powerpoint.
2. You may use any non-verbal means available e.g. painting, clay, music, collage, food, mime etc. to tell your story.
3. The presentation should be no longer than 10-15 minutes after which the group will engage with the presenter in *verbal* response and reflection.
4. The presenter may arrange the room anyway they wish whilst their peer Students wait outside

How do we do it?

1. Presentation session. Time allowed to prepare space privately
2. Presenter invites group to enter space – **Non-verbally**
3. Presenter guides movement of group into the space and through the presentation
4. Presenter indicates the end of the presentation.
5. Supervisor invites quiet reflection, followed by a reminder that ensuing responses are based on individual's experience of the presentation – **Not interpretation.**
6. Presenter is reminded to consider the responses as a gift not requiring immediate reply.
7. Supervisor invites individual responses from the group, including supervisory members.
8. Following group responses, supervisor checks if any further responses need to be given.
9. Supervisor invites presenter into the conversation to give their response.
10. Presenter responds
11. Supervisor invites group to see any further clarifications necessary
12. Presenter responds
13. Supervisor asks presenter what it was like for them to prepare, present, receive and respond.
14. Supervisor asks presenter what new learning was gained from the whole process – regarding personal learning, theological/spiritual learning and learning for pastoral practice.
15. Supervisor asks “What are you going to do with this new learning?”

13. PRACTICAL MATTERS FOR CLINICAL PLACEMENT

13.1 MOBILE PHONES

During sessions you are required to switch off your mobile phone. Mobile phones should not be taken to ward / unit areas.

13.2 DRESS CODE

Students who are working in ward / unit areas are required to come in professional dress.

13.3 HELPFUL THINGS TO REMEMBER

1. It is good policy in general visiting not to go into any room where the door is closed or to visit a recipient where the curtain is pulled without first finding out something of the circumstances that exist behind the door or curtain.
2. Be very careful to note 'no visiting/or no visitors' and 'isolation' signs hanging on recipient doors.
3. Size up the entire situation at a glance during the process of entering the room.
4. Always introduce yourself and say that you are from the Chaplaincy Department. Let the recipient take the lead in shaking hands. When introducing yourself please be clear and identify the following:
 - Name (who you are)
 - Involvement (how you come to be in the facility / care team)
 - Purpose (why you are visiting this person)
 - Permission (Ensure you have a contract with this person)
5. Check with the recipient before sitting down. It is difficult to listen attentively for any length of time on your feet. When the recipient indicates that they wish to talk, check out if you can sit down and then find a chair, sometimes this might mean bringing a chair over or from outside the room. Remember to return the chair when you are finished.
6. Do not carry emotional 'germs' from one recipient to another.
7. Do not visit when you are sick.
8. When gauging how long you might stay with a recipient keep an eye on the recipient's physical condition.
9. Don't whisper or speak in low tone to a nurse, to a member of the family or to anyone else in the recipient's room or near it, if there is the slightest chance that the recipient will see you or hear you. Doing this may cause unnecessary anxiety for the recipient.
10. As a general rule, the pastoral visitor should leave when the recipient's meal is delivered.
11. When visiting a small ward / unit, always make it a practice to speak to every recipient present if possible.

14. CLINICAL PLACEMENT PROTOCOL

14.1 WARD / UNIT CHAPLAINS

- Introduce the student to key people working on the ward / unit, including the Nurse Unit Manager , Ward Clerk or equivalent people
- Show student/s where recipient notes are kept on the ward / unit and where to read notes, particularly Pastoral Care entries.
- Provide an overview of the ward / unit including the range of medical conditions that the ward provides care for
- Inform the student of things that would enable them to function as a professional in the ward area
- If on duty assign recipients for the student to visit
- Inform the student of the kinds of referrals that they might make including referrals for follow-up visits by the ward / chaplain, for denominational and faith visitors, social work and other members of the Multi-Disciplinary Team. Inform students on how to make referrals.
- Answer where possible students' questions or concerns regarding recipients they have been visiting. Encourage students to take their learning issues to Supervision.

14.2 PASTORAL CARE STUDENTS

- Print off ward / unit list
- Visit recipients in ward / unit or assigned area of ward / unit (when the ward / unit Chaplain is on duty)
- Give a verbal hand-over to ward /unit Chaplain
- Catholic students who are special ministers of the Eucharist may take communion to Catholic recipients (who have requested communion) in their ward / unit or their assigned area of the ward where they are working.
- Consult with the ward / unit Chaplain concerning questions they may have about the care of a recipient, or protocols concerning the ward / unit area in which they are working.
- Consult with CPE Supervisors concerning questions about your role as a pastoral carer. Students are encouraged to bring their questions to Supervision as these can be rich opportunities for learning.
- Where possible give a verbal hand-over to the ward / unit Chaplain before leaving the Hospital. If the ward / unit Chaplain is not on duty leave referrals for follow-up care where appropriate.
- Only write in a recipient's progress notes when requested these notes are then co-signed by the ward / unit Chaplain or a member of the Pastoral Care Team.
- If you are unable to come for your scheduled clinical time, please ring 6166 8487 (or other appropriate-to-your-facility number) and leave a message for your ward / unit Chaplain or the Pastoral Care Team.

15.1 INTRODUCTION

In August 1992, the Independent Commission Against Corruption (ICAC) released a document titled "Report of unauthorised Release of Government Information". As result of this report the Director General of Health asked all hospitals to ensure there was no possibility of inappropriate release of confidential information. The main areas where confidential information is available are:

- **Medical Records:** Demographic and clinical information
- **Wards/suites:** Demographic and clinical information
- **Finance Department:** Financial information
- **Admissions and Enquires:** Demographic information

As a general rule, a health professional should refrain from disclosing information acquired through the professional relationship with the recipient, unless so required by law or as is necessary for proper care and treatment of the recipient.

Nb for the provision of any care in a State funded organisation the *Personal Information Protection Act 2004* applies. For the provision of any care in an Australian Government funded organisation the *Privacy Act 1988* applies.

Patient Information / lists

For CPE participants, Patient lists (admission, ward, religion etc) are the most common source of patient information. Patient Lists should therefore be treated with the utmost care to ensure they are not lost or seen by unauthorised people.

15.2 DISCLOSURE OF INFORMATION

In determining the weight of the obligation to divulge the information in the face of duty towards confidentiality, the health professional should keep the following questions in mind:

1. Does the recipient consent?
2. Who is seeking the information and what is the standing of this person in this matter?
3. For what purpose is the information required?
4. What information is in the health professional's hand?
5. Are there obligations to disclose this information? e.g. with health or legal authorities
6. What part of the information is relevant to the matter at hand?
7. To what extent is the information already known to other parties?
8. What are the likely effects of the disclosure of this information?
9. What are the probable consequences of the disclosure on the recipient?
10. Is there any overriding claim in the public interest?
11. Should the information be disclosed at all?

15.3 GROUP SUPERVISION SESSIONS

Ultimately group sessions will be more productive and creative when we can trust those who are with us, when we are free to explore "outside the box", and when we enjoy the confidentiality that permits us to reveal what is precious, appropriate in the context, and ultimately significant.

15.4 CONFIDENTIALITY UNDERTAKING

As a student of TASPE Inc. you are required to agree to the following confidentiality undertaking.

Students, while working at, for, or on behalf of any facility with the Royal Hobart Hospital OR any other organisation where they may be placed, may have access to personal information collected for purposes of client/recipient care or for administrative, statistical or other purposes. This information is subject to the provisions of the Personal Information Protection Act 2004 or the Privacy Act 1988.

Students are not to knowingly access any personal information unless such information is essential to properly and efficiently perform duties according to their role. Students must take all reasonable measures to preserve the confidentiality of any information they access. Students have a statutory duty under the terms of the Personal Information Protection Act 2004 and/or the Privacy Act 1988 to fulfil this undertaking, and are required to not divulge any identifying, person or health information regarding individual persons, except as authorized or in compliance with relevant legislation.

Students are required to follow any other information privacy and security procedures as stipulated in guidelines issued by the Hospital / facility from time-to-time in relation to any personal information which they may access in the course of their duties. In order to fulfil this undertaking students will ensure that, so far as is within their control, such information, whether in the form of paper documents, computerised data or in any other form, cannot be viewed by unauthorized persons, and that the information is stored in a secure and orderly manner which prevents unauthorized access.

Students are required to inform their supervisor immediately if they become aware of any breach of privacy or security in relation to the information which they access in the course of their duties.

Students must agree to keep confidential all sensitive, confidential or proprietary information stored or retrieved from the Hospital / facility's computer systems and will not copy, disclose or use that information except as authorized. And understand that their personal ID and password should not be passed to any other person and to do so is a breach of Hospital / facility policy and will be dealt with accordingly.

A breach of this undertaking may result in disciplinary action.

Agreement with this Confidentiality Undertaking forms part of the Learning Contract (Section 25 – Learning Contract)



The Tasmanian Centre for Clinical Pastoral Education collects personal information from you for the purposes of recording and facilitating its business. This statement relates to the information held by the Centre about courses that it conducts.

Personal information collected from those making enquires about the course include name, address, and phone number. This information enables us to send out information about our programs. It also provides us with a record of the number of inquiries that we receive annually.

Personal information collected from applicants includes:

- Your full name,
- Address,
- Phone numbers,
- Email,
- Emergency Contact Details: Name, Contact Number, Email
- A resume detailing chronologically your educational background and work history,
- An autobiographical account, including a description of your spiritual/religious development,
- An account of an incident in which you were called to help someone including your evaluation, your impression of CPE,
- Your education goals, and
- Your personal and professional goals

This information is collected for the purposes of assessing your suitability for training and the formation of training groups.

If you accept an offer of a place into a training program this personal information will be placed in your file and kept by your supervisor in a locked filing cabinet.

If you are not accepted, or you decide not to accept our offer of a place in a program, your application material will be returned to you or placed in a confidential recycling bin/facility for shredding. In the case where an applicant has not been accepted we will keep in a secure file your name and address, and a copy of the letter of non-acceptance.

Materials presented during the CPE Unit

A copy of your application, all PERs, mid-unit evaluations, end of unit evaluations and other materials presented by you shall be placed in your confidential folder.

Any written comments or evaluations written by your Supervisor will be kept in your confidential folder. Your de-identified material may be used for supervisory, peer review or research purposes



17. SUPERVISORY ACCREDITATION AND CONSENT.

17.1 SUPERVISOR'S SUPERVISION

For the purposes of accountability and the maintenance of supervisory standards Supervisors are required by this Centre to have supervision themselves. This applies to all supervisors.

This requires that your supervisor shall:

- Treat your material and the supervisory process as confidential
- Present some of your PERs or other material in their supervision
- Provide only essential personal information necessary for the supervisory process in their supervision
- Only accept you into the program if you give your permission for your material to be used in this confidential manner.

Your materials are available for your inspection.

The materials presented by supervisors as part of their supervisory process remain confidential to the supervisor and to their supervisor.

17.2 SUPERVISOR'S ACCREDITATION

CPE Supervisors are required to present for accreditation and reaccreditation. This process requires that supervisors present some of their supervisory work to a Review Committee. In this they are also required to present some materials that their trainees have presented for supervision.

Should your supervisor be seeking accreditation or reaccreditation he/she may ask you for your written consent to use some of the materials you have presented in supervision. These materials may include PERs and/or your Final evaluation. In this case your supervisor will remove all information that might identify you.

Should you give your consent to your supervisor these materials will form part of the Supervisor's application and be sent to the five members of the Review Committee. Each review committee member is required to hold and handle these materials in a confidential manner.

At the end of the Review, members of the committee will return their copy of the materials to your supervisor.

17.3 DECLARATION OF CONSENT TO USE MATERIAL

In accordance with clause 6.9 of the Standards of TASPE Inc., material students have written or provided during this unit of CPE will be maintained by the Centre Director. Students are required to provide consent for their de-identified material to be used for supervisory, peer review purposes or research and for purposes as outlined above. Student identity and the identity of any other person or institution will be concealed.

Consent to use material as outlined above forms part of the Learning Contract (Section 25 – Learning Contract)



18.1 GENERAL PRINCIPLES.

- 18.1.1 Supervisors are aware of their humanity in both its strength and its weakness.
- 18.1.2 Supervisors are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.
- 18.1.3 Supervisors are aware of the inequalities between humans in society that can be a source of power and coercion over others. These can be cultural, hierarchical, organisational or gender based.
- 18.1.4 Supervisors are aware that there are sources of injustice in families, work places and politics in which they can be unconsciously involved.
- 18.1.5 Supervisors are aware of the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness in others.
- 18.1.6 Supervisors behave and relate professionally toward those people with whom they are in a professional relationship and not permit the muddying of them with dual or multiple relationships that interfere with professional and supervisory relationships.
- 18.1.7 Supervisors respect the integrity of others.
- 18.1.8 Supervisors respect the right to privacy of others.
- 18.1.9 Supervisors treat confidentially all communications with students unless otherwise agreed.
- 18.1.10 Supervisors create a culture of confidentiality in their Programs and other places where they are either supervising or consulting.
- 18.1.11 Supervisors make no decision or take no action that is designed to hurt or harm others with whom they work.
- 18.1.12 Supervisors are aware of the implicit and explicit power in the supervisory alliance and do not use that power to harm or disadvantage a student or others with whom they work.
- 18.1.13 Supervisors do not use cultural, racial, gender or other differences to disadvantage trainees or others with whom they work either as colleagues or professionally.
- 18.1.14 Supervisors enhance and enrich the growth and ability of their students.
- 18.1.15 Supervisors commit to maintenance and growth of their own professional qualifications and to this end continue in supervision and other learning experiences.
- 18.1.16 Supervisors use supervision, therapy or consultation with peers when they encounter difficult situations or when they are in doubt.

18.2 RELATIONSHIPS WITH THE INSTITUTION OR INSTITUTIONS.

- 18.2.1 Supervisors respect the rights and integrity of the institution(s) and staff where they conduct CPE courses and or have students placed.
- 18.2.2 Supervisors negotiate openly, fairly and equitably any arrangements they make.
- 18.2.3 Supervisors educate their students to conduct themselves professionally within the institution and with the staff of the institution.
- 18.2.4 Supervisors educate their students to abide by the rules of the institution in which they are placed.

18.3 SELECTION OF PROSPECTIVE STUDENTS.

- 18.3.1 Supervisors approach assessment interviews for prospective students as part of the covenanting process upon which the supervisory alliance is established.
- 18.3.2 Supervisors approach the selection of CPE students with the care and diligence necessary to assess their suitability for pastoral training.
- 18.3.3 Supervisors establish and operate a selection process that is fair to all prospective students. Interviews and other methods of selection are conducted conscientiously and professionally.
- 18.3.4 Supervisors respect the privacy of prospective students by not exploring or seeking information beyond what is necessary to assess their suitability for training. They avoid interpreting, using therapeutic methods or attempts to surprise trick or entrap prospective students during the assessment process. All materials provided by prospective students are treated confidentially and are either returned to them or destroyed when they are no longer needed.
- 18.3.5 Wherever possible, assessment interviews are conducted by at least two people one of whom is the person who will be supervising the prospective students. Immediately after an interview those conducting the interview will reflect on the interview and assess its fairness.
- 18.3.6 Interviews should be similar (perhaps using the same questions) and consistent with good practice for all prospective students. Reasons for inclusion or exclusion from a unit shall be confidentially recorded by the interviewers. Equal prospective trainees have equal opportunities of being accepted.
- 18.3.7 Prospective students will be notified as soon as possible after a decision has been made.
- 18.3.8 Prospective students who are not accepted can ask for reasons for non-acceptance. They shall be given an opportunity to appeal the decision to TASPE Inc. whose decision is final.

18.4 COVENANTING FOR SUPERVISION.

- 18.4.1 Before commencing supervision, a supervisor will disclose to the prospective student the nature of the supervision to be undertaken. This explanation will include the course requirements of:
 - TASPE Inc.
 - The Centre and
 - The requirements of the centre in which the course is conducted.
- 18.4.2 Time will be given for prospective students to ask questions and have them satisfactorily answered.

18.4.3 In negotiating a covenant, supervisors will seek to determine what the prospective students desire to learn. Together the supervisor and the prospective students shall determine whether the centre is an appropriate place where they can achieve what they are seeking to learn.

18.4.4 Supervisors declare to prospective students their orientation to supervision and pastoral care so that together they can decide whether they wish to work together.

18.4.5 Covenants vary in nature depending on the course but as a minimum shall include:

- Details of the location.
- Details of the time requirements.
- Details of the pastoral placement.
- Details of the course requirements.
- Details of the course components.
- Details of the cost of the course.
- Supervisors provide these details in written form.

18.5 SUPERVISING IN GROUPS.

18.5.1 Supervisors are alert to the subtle pressures that develop in groups and seek to prevent any discrimination between members or between members and themselves. Such discrimination may be cultural, racial, religious, gender, social or organisational in nature.

18.5.2 Supervisors encourage members of groups to understand and maintain the confidentiality of the group and the integrity of the group process.

18.5.3 Supervisors prevent disempowerment of students by any group process in which they are involved.

18.5.4 Where open groups are used their purpose shall be understood by the students as far as it can be explained within the purpose for which the group is being run.

18.5.5 Where therapy issues arise in an open group they will be specifically contracted for and shall remain confidential to that process and not used in other aspects of the course.

18.5.6 Students are entitled to opt out of any group process they experience as intolerable.

18.6 SUPERVISING INDIVIDUALLY.

18.6.1 Supervisors respect the individuals they are supervising and have as their focus and motivation the growth of the student.

18.6.2 Supervisors are careful not to create any dual relationship that harms the prior supervisory relationship.

18.6.3 Where there are existing prior relationships between the supervisor and the student, the supervisor does not breach the boundaries of those relationships or the supervisory relationship and create situations that are hurtful to or abusive of the students or the supervisor.

18.7 ASSESSMENT.

- 18.7.1 In the assessment of students, supervisors take into account TASPE Inc.'s objectives for the level of training they are conducting.
- 18.7.2 Supervisors have a clear idea about what they expect of their students. They convey this to the students at the commencement of the unit.
- 18.7.3 Supervisors seek objectivity in their assessment of their students. An assessment instrument may be used to assist in achieving that objectivity.
- 18.7.4 The nature of any report written by the supervisor shall be agreed between the supervisor and the student at the commencement of the course.
- 18.7.5 Where an organisation sponsors students and requests some feedback from the supervisor the nature of this feedback is negotiated with the student and the organisation before commencement of the course. These negotiations include the nature of the feedback and how and when it will be given. The feedback shall be in a form that affects the supervisory relationship as little as possible and respects the needs and dignity of all involved.
- 18.7.6 All assessments are accompanied by an appeal procedure.

18.8 CLOSURE.

- 18.8.1 Supervisors provide adequate time for and facilitate the process of closure as the unit ends. Students and supervisors complete units in a manner such that the separation is a learning experience.
- 18.8.2 Attempts to establish inappropriate contacts with other members are discussed so that they can be understood.
- 18.8.3 Supervisors do not delay closure of a unit by being slow with reports. If this happens they seek assistance to resolve the issue/s as quickly as possible so that the reports are received promptly and that there will be no recurrence of the delay.

18.9 GENERAL COMMENTS.

- 18.9.1 Supervisors conduct their practice of supervision in accordance with this code of ethics. If a particular issue is not mentioned in this code, they act in accordance with the spirit of the code.
- 18.9.2 Supervisors relate to and conduct business with their accrediting bodies honestly and with integrity and if disputes arise they will seek to resolve them directly and if that fails, they will follow the complaints procedure provided.
- 18.9.3 Breaches of this code of ethics will be viewed seriously and could lead to TASPE Inc. withdrawing accreditation.

18.10 UNDERTAKING OF SUPERVISORS

An undertaking of each student's supervisor to supervise in accordance with, and abide by, the TASPE Inc. Code of Ethics forms part of the of the Learning Contract (Section 25 – Learning Contract).

19.1 GENERAL PRINCIPLES

- 19.1.1 These principles indicate the standard to which Students aspire during their training.
- 19.1.2 Students are aware of their humanity both in its strength and its weakness
- 19.1.3 Students are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.
- 19.1.4 Students are aware of the inequalities between humans in society that can be a source of power and coercion over others. These can be cultural, hierarchical, organisational, racial, religious or gender based.
- 19.1.5 Students are aware of the sources of injustice that can exist in families, work places and other situations and earnestly seek to understand how to withstand them.
- 19.1.6 Students are alert to the politics into which they can be unconsciously drawn and seek to learn ways of resolving the conflicts.
- 19.1.7 Students seek to learn the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness.
- 19.1.8 Students respect the integrity of others.

19.2 STUDENTS

- 19.2.1 Students use the opportunities for learning provided by the course responsibly.
- 19.2.2 Students abide by and respect the rules and practices of the institutions and placements in which they are learning.
- 19.2.3 Students behave and relate professionally toward those people with whom they are in a professional relationship and not risk the muddying of those relationships with dual or multiple relationships that are destructive.
- 19.2.4 Students respect the right to privacy of their supervisor, fellow Students and those to whom they minister.
- 19.2.5 Students treat confidential all communications with other Students and those to whom they minister unless otherwise agreed.
- 19.2.6 Students hold confidential all information about other Students and those to whom they minister both during the CPE Unit and afterwards.
- 19.2.7 Students act benevolently toward fellow Students and those to whom they minister.
- 19.2.8 Students learn to be aware of the implicit and explicit power in both the supervisory alliance and the pastoral relationship. They do not use that power to harm or disadvantage supervisors, fellow Students or persons to whom they are ministering.

19.2.9 Students learn to be aware of cultural, racial, gender, religious and other differences. They do not use these differences to disadvantage supervisors, fellow Students or those whom they pastor.

19.2.10 Students endeavour to enhance and enrich the growth and ability of their fellow Students and those whom they pastor.

19.2.11 In accepting positions in a unit of CPE, Students agree to:

- Enter into the training process and not hinder the learning of other Students.
- Work co-operatively with their supervisor(s) in the building of a working alliance.

19.3 UNDERTAKING OF STUDENTS

An undertaking to abide by this Code of Ethics forms part of the Learning Contract (Section 25 – Learning Contract)



All Clinical Pastoral Education Centres including provisional ones are required by TASPE Inc. to have in place this TASPE Inc. Executive Committee approved complaints procedure before conducting courses.

This procedure is to be used by all TASPE Inc. Clinical Pastoral Education Centres for all complaints.

General complaints are to be lodged and managed by the Student's Supervisor. Students who have a complaint regarding the supervisor and/or professional or ethical matters are to lodge them directly with the TASPE Inc. President.

Complaints that are unresolved after 30 days that have been managed to date by the Student's Supervisor are to be escalated to the present TASPE Inc. President for further management.

Professional and ethical matters will be reviewed initially by the TASPE Inc. President and then where appropriate will be referred to the TASPE Inc. Professional Ethics Committee for management.

20.1 TERMINOLOGY.

Complaint: A complaint may be about any type of problem, concern or grievance related to the Clinical Pastoral Education Unit being undertaken or with the clinical placement. A complaint may be about any act, omission, situation or decision that is thought to be unfair, discriminatory, unjustified or unsafe.

Complainant: The person who has made the complaint.

Grievance: For the purposes of this procedure a grievance is a high level complaint e.g. professional or ethical conduct.

Respondent: The person against whom the complaint has been made.

Resolved: 'Resolved' may mean that the process is completed in line with the principles of natural justice. It is recognised that the parties may not, in all cases, be satisfied with the outcome or feel that their concern is settled.

Unresolved: can refer to the complainant not being satisfied with the outcome or the complaint not being resolved within 30 days.

20.2 WHO CAN COMPLAIN?

This is a Student complaint policy and procedure however clients/consumers, students, volunteers, members, service providers and Executive members can make complaints. The Executive may also accept a complaint from another organisation working in a related field.

20.3 WHO WILL MANAGE THE COMPLAINT?

Ideally one person will handle the complaint.

Complaints made within the context of the CPE Unit will in the first instance be managed by the CPE supervisor unless they require escalation /referral to the TASPE Inc. President.

Complaints or grievances regarding the student's supervisor or professional or ethical conduct will be handled by the TASPE Inc. President according to the grievance procedure for unresolved or complex professional or ethical conduct matters (section 20.7).

20.4 WHO IS THE COMPLAINT MADE TO?

In the first instance the complaint should be addressed to the person complained of (the respondent). It is expected that all reasonable efforts will be made to resolve the issue between the parties concerned.

If the complaint cannot be resolved between the parties, then a formal written complaint is to be made to the Student's Supervisor or the President when escalated. If the complaint is about the President, the complaint goes to the Secretary. The person handling the complaint should also make the complainant aware of the option to lodge a complaint with the Anti-Discrimination Commissioner if warranted.

20.5 HOW IS A GENERAL COMPLAINT MADE?

To the Student's Supervisor, in writing:

If this is a problem for the complainant, then the Student's Supervisor may:

- a) Make an appointment with the complainant.
- b) Interview the complainant to obtain both necessary background details, and particulars of the offending conduct.
- c) Record the interview, to ensure accuracy and consistency (such record to be confidential, copy to be made available only to the complainant).
- d) From the complaint documents and interview record, draft a precise set of detailed allegations.
- e) Return the draft to the complainant for confirmation (it may well be possible to achieve all of the above at the initial interview).
- f) This should occur within 7 days (or such other time as is reasonable in the circumstances).

20.6 HOW IS A COMPLAINT MANAGED BY THE STUDENT'S SUPERVISOR?

Once the complaint is written to the complainant's satisfaction the Student's Supervisor, will:

- a) Forward the settled allegations to the respondent for written response within 7 days (or such other time as is reasonable in the circumstances).
- b) Meet with the respondent to discuss the particulars of the offending conduct, and any relevant background, prior to the respondent finalising a written response.
- c) Record the interview (such record to be confidential, copy to be made available only to the respondent).
- d) FROM the interview record, draft a precise set of detailed responses.
- e) Receive the written response from the respondent.
- f) Should there still be discrepancies between the parties regarding factual issues, as documented by the settled allegations and the written response, make independent inquiries of any witnesses or relevant documentation.
- g) Forward the written response and the results of any independent inquiries to the complainant for comment as to whether the issue is now resolved, or if not, what the remedies sought are.
- h) Relay that comment back to the respondent, together with the results of any independent inquiries, for similar comment.
- i) Determine if a meeting between the parties will likely be of benefit.
- j) Conduct a meeting between the parties as mediation, allowing each to have an advocate or support person present (meeting report to be prepared and signed by the parties).
- k) If the matter remains unresolved (whether there is a meeting or not), prepare a brief arbiter's report containing the settled allegations, written response, and third party information.
- l) Refer the unresolved matter, with meeting report and arbiter's report, to the TASPE Inc. Executive for determination.

Please note that the matter may resolve any time during the process stopping any need to continue it.

The principles of natural justice will be paramount in determining all complaints.

It is important to note that the complaints procedure can only deal with issues of specific conduct by the respondent, not issues concerning policy, which is an Executive matter.

20.7 GRIEVANCE PROCEDURE FOR UNRESOLVED OR COMPLEX PROFESSIONAL OR ETHICAL CONDUCT MATTERS

A. The complaint will be made directly to the President of TASPE Inc.

On receipt of the complaint the President will begin initial investigation into the complaint, manage any local workplace matters and where appropriate i.e. (not found to be vexatious) refer the complainant to the Chair of the TASPE Inc. Professional Ethics Committee.

The President shall initially undertake the following process;

- a) Meet directly with the complainant and proceed to an interview to obtain both necessary background details, and particulars of the offending conduct;
- b) Meet directly with the respondent and proceed to an interview to obtain both necessary background details, and particulars of the situation;
- c) With issues impacting on operation capacities the President with appropriate industrial relations and /or local organisational management advice, shall judge the need and capacity to temporarily excuse one or both parties from the workplace/classroom/supervision responsibilities, until the matter is resolved, put in place processes to ensure the parties are not required to interact, and undertake any other appropriate process to meet the safety and other needs of those involved in the situation.

Examples of situations where this may be required include (but are not limited to) occasions when one or both individuals refuse to work together or otherwise interact until the matter is resolved, or one or both parties are so distressed that they cannot function in the workplace/classroom/supervision relationship.

Furthermore, in cases in which criminal behaviour is alleged, the President shall raise the matter with police if not already raised by one or both parties to the situation.

Once the President ascertains that the matter is a serious professional or ethical conduct matter /he shall refer it to the Chair of the Professional Ethics Committee. Where the matter is not a professional or ethical matter the president shall refer the complaint to the appropriate person to manage e.g. when a Student has a complaint regarding the way a workplace situation was handled it can be referred to the Student's supervisor for handling.

B. The Chair of the Professional Ethics Committee shall:

1. determine if she/he is the right person to deal with the complaint
2. if the Chair of the Professional Ethics believes it is inappropriate for her/him to hear the complaint the Chair shall arrange for another member of the Professional Ethics Committee to hear the complaint. This person shall do what the Chair is required to do about the complaint.
3. if the Chair is satisfied that she/he can proceed, the procedure shall be explained to the complainant including the possible outcomes.
4. the Chair can decide to involve another member or members of the Professional Ethics Committee in the investigation of the complaint.
5. the Chair shall explain what other options are available to the complainant if they are not happy with this process or its outcome.
6. the Chair shall take a written record of the complaint.
7. the Chair shall talk to the respondent or respondents separately and impartially to hear their side of the story.
8. the Chair shall then discuss with the complainant what the respondent(s) said and determine what action should be taken to resolve the complaint.
9. the Chair shall ensure that whatever has been agreed actually happens.

A. The Complainant's Rights and Responsibilities.

1. To be provided with information regarding their rights and responsibilities under the Occupational Health and Safety and Anti-discrimination legislation.
2. To seek counselling without making a formal complaint.
3. to withdraw from the grievance at any stage, although the complainant may be advised that the Professional Ethics Committee will continue to pursue the complaint if the matter is considered serious or impacts on the organisation's duty of care.
4. to pursue the grievance through an alternative channel (such as the Anti-discrimination Board).
5. to identify desired outcomes.
6. to be informed of all decisions and progress made, with consideration given to the privacy of other parties.
7. to know that no steps will be taken to resolve or review a grievance without the complainant's knowledge, with consideration given to the privacy of all parties.
8. to raise their concerns or grievances at an early stage and provide as much information as possible to assist in the effective resolution of the grievance.
9. to have an observer of their choosing present at any meetings that the complainant attends relating to the grievance.
10. to place comment on the discipline/counselling file that contains the record of their involvement.
11. not to make malicious or vexatious complaints.
12. to have access to records of meetings which they attended to enable them to agree that they are an accurate and true record.

B. The Respondent's Rights and Responsibilities.

1. to be provided with information regarding their rights and responsibilities under the Occupational Health and Safety and Antidiscrimination legislation.
2. to be provided with protection against any vexation or malicious complaints.
3. to be informed promptly, in writing, of the details of the grievance, the allegations and by whom they have been made.
4. to have an opportunity and sufficient time to respond to the grievance.
5. to seek advice.
6. to be afforded the presumption of innocence until proven otherwise.
7. to be informed of all decisions and progress made, including the evidence found against them.

8. to provide as much information as possible to assist in the effective resolution of the grievance.
9. to have an observer of their choosing present at any meetings that they attend relating to the grievance.
10. to have access to records of meetings which they attended to enable them to agree that they are an accurate and true record.
11. to place comment on the discipline/counselling file that contains the record of their involvement.

20.9 INVESTIGATION OF A PROFESSIONAL OR ETHICAL GRIEVANCE BY THE PROFESSIONAL ETHICS COMMITTEE.

An investigation will be conducted where there are inconsistencies between the allegations made by the complainant and the response to these allegations by the respondent and where either party does not wish to participate in mediation or where mediation is not an appropriate option.

The aim of an investigation will be to determine whether evidence exists that substantiates the allegations that have been made.

The following principles should apply to investigations:

1. Any investigation process will be based on the principles of natural justice for all parties.
2. The Chair of the Professional Ethics Committee should have sufficient knowledge of the subject area or type of issue to be able to carry out the investigation.
3. the main role of the person conducting an investigation will be to:
 - 3.1. collect evidence and facts, locating originals of all relevant documents, and
 - 3.2. obtain copies for inclusion in a report.
 - 3.3. store all documents securely during the investigation
 - 3.4. ensure that the investigation is carried out in a confidential manner.
4. An investigation process may involve the interviewing of witnesses in the event of conflicting statements between the complainant and the respondent. In these cases, the need for confidentiality should be stressed.

20.10 DOCUMENTATION.

Persons conducting a grievance are responsible for recording detailed information on the procedure undertaken to resolve a grievance. This information should be kept separately from records that deal with the content of the grievance.

At any stage during the resolution of a grievance or in the future the records of the procedure undertaken to resolve a grievance may be required to be produced. This information can also be used to evaluate the procedure following an unsatisfactory outcome.

20.11 APPEALS.

An unsatisfied complainant can ask the President of the TASPE. Inc. to review the decision of the Chair of the Professional Ethics Committee, if the procedures set out in these rules have not been followed or they believe the outcome is unfair.

If the President thinks that the grievance was handled properly, no further action will be taken.

If the President thinks that the grievance was not handled properly, the President will arrange for another independent person to review the complaint.

An unsatisfied complainant can proceed to use the TASPE Inc. Complaints Procedure

20.12 OUTCOMES.

Possible outcomes of the procedure are:

1. A written apology.
2. Any of the outcomes listed in clause 21.19 of the TASPE Complaints procedure



21. COMPLAINTS PROCEDURE FOR PROFESSIONAL OR ETHICAL MISCONDUCT

- 21.1 It is the policy of the TASPE Inc. that any person making a complaint or being complained about should be treated in a sensitive and caring manner and according to the principle of natural justice.
- 21.2 Any person wishing to make a complaint against a supervisor or any other person involved in one of the TASPE Inc.'s registered Centres Programs or activities shall contact the President of the TASPE Inc. The President will indicate to that person that there may be a number of ways to make a complaint depending on who the person is and about whom the complaint is made. For example, a complaint may be made to the TASPE Inc., to the Student's supervisor, to church courts if the person is ordained or employed by a church or to the civil courts. The TASPE Inc. will respect the prospective decision that the complainant makes.
- 21.3 In the event of the complaint being against the President the person shall contact the Secretary of the TASPE Inc. who shall undertake the role of the President in this procedure.
- 21.4 The President shall meet that person as soon as possible. The person wishing to make the complaint may have a support person present. The purpose of this meeting is to discuss the process of the investigation and the estimated time frame. The person is to be given a clear understanding verbally and in writing of the steps to be taken and the roles and responsibilities of the respective Students. The President shall ensure that all persons involved in the process receive a copy of this protocol.
- 21.5 The person making the complaint shall be requested to submit, in writing, to the President, a detailed account of the allegations. This account shall be signed and dated and shall include the complainant's wishes regarding the outcome of the process. The complainant shall be informed that only the members of the panel and the respondent shall have access to this statement of complaint.
- 21.6 The President shall, as soon as possible after receiving the written complaint, advise the respondent of the allegation and the procedure that will be followed. That person will also be given a copy of this procedure.
- 21.7 The President shall take all necessary steps to ensure the safety of the complainant and other persons who may be at risk. This may involve suspending a Program pending the outcome of the investigation.
- 21.8 The President shall convene a panel as described in paragraph 21.10. The President shall nominate the convener of the panel and the number of members that shall be deemed a quorum. The panel shall conduct a formal investigation of the complaint. The complainant will be informed, in advance, of the identity of the panel members. The panel shall interview the complainant and the purpose of the interview shall be made clear to the complainant prior to it being conducted.
- 21.9 The President shall endeavour to ensure that all persons constituting the panel have an understanding of the principles of investigative interviewing.
- 21.10 The panel of interviewers shall include the Convener and two other persons who have agreed to be available for the investigation, at least one of whom shall be of the opposite sex to the complainant. At least two members of the panel must be present for the investigation to proceed. The following could also be present if the complainant chooses:

- 21.10.1 a sexual assault worker, or

- 21.10.2 a support person who shall act only in the role of an observer. As the investigation does not purport to be a 'legal' enquiry, the support person shall not be a legally qualified person.
- 21.11 An observer is obliged to keep the whole matter confidential and can take no part in the investigative process, other than to offer emotional support to the complainant.
- 21.12 In the case of sexual assault, a sexual assault worker shall act to provide support to the complainant and provide information as to the nature of sexual assault to the members of the panel.
- 21.13 The Convener shall tape record all interviews conducted by the panel. The recordings shall be kept under strict control by the Convener so that confidentiality is assured. The complainant, witness or respondent as the case may be shall be given a copy of the recording of their interview with the panel, if so desired.
- 21.14 The complainant shall be informed that no persons, other than those on the interviewing panel, will have access to the tape recording. (However, if the complainant chooses to make a complaint to the police and the matter is pursued through the courts, the complainant shall be informed that the recording can be subpoenaed by the court).
- 21.15 Following the interview with the complainant, the panel will interview any witnesses it deems necessary and any nominated by the complainant. It may also interview any witness to the event who presents of their own volition. If appropriate and requested a Sexual Assault Worker or a support person may be present for these interviews.
- 21.16 The panel shall then interview the respondent. The procedures followed and advice given shall be as above, with the exception that a Sexual Assault Worker and the complainant will not be present. The respondent shall be entitled to have a support person present acting in the role of an observer as defined in 21.11 above.
- 21.17 Following the above interviews, the panel of interviewers will make a decision as to the action they believe should occur and present this in writing to the Executive Committee. The Executive Committee may wish to take legal advice on the wording of the letters to be sent to the complainant and respondent. The outcome shall be communicated to them as soon as is possible.
- 21.18 Should either the complainant or the respondent initiate legal action this process is suspended pending the outcome of those legal proceedings.
- 21.19 Recommendations that the panel may make to the Executive Committee are;
- 21.19.1 In the case of a person other than a supervisor that recommendation may be:
 - 21.19.1.1 there is no case to answer,
 - 21.19.1.2 that a warning be given,
 - 21.19.1.3 that a reprimand be given,
 - 21.19.1.4 that the student be removed from the course,
 - 21.19.2 In the case of the complaint being against a supervisor that recommendation may be one or a combination of the following;
 - 21.19.2.1 there is no case to answer,

21.19.2.2 required to work with another supervisor mutually agreed upon by the Supervisor, the respondent and the TASPE Inc.

21.19.2.3 required to be in supervision with a supervisor mutually agreed upon by the Supervisor, the Respondent and the TASPE Inc.

21.19.2.4 suspension of accreditation for a period,

21.19.2.5 removal of accreditation.

21.19.2.6 withdrawal of Centre Registration.

21.19.3 If the panel finds a complaint proven it will seek legal advice at that time on its obligation to report the outcome to other bodies to which the respondent may belong. Where such an obligation is established it shall be discussed with the respondent.

21.20 The decision of the panel shall be final.

21.21 Any appeal against this decision will be in the civil courts

21.22 People who have been involved in and affected by this investigation shall be offered a list of names of suitable professionals for support and debriefing.

21.23 At its discretion, the TASPE Inc. may, on the recommendation of the investigating panel, offer to pay for a limited number of sessions of professional help for those involved in the investigation.

21.24 At the conclusion of the proceedings all records shall be retained in a secure place by the convener for a period of not less than six years, following which, apart from any resolution of the Executive Committee, they shall be destroyed.



22. CERTIFICATES & ACCREDITATION

Students who satisfactorily complete the course requirements will be issued a Certificate of Accreditation from the Tasmanian Centre for Clinical Pastoral Education under the auspices of the Tasmanian Association for Supervised Pastoral Education Incorporated (TASPE Inc.).

23. DISMISSAL FROM PROGRAM

The following are examples of behaviour that would lead to the dismissal of a student:

1. Disruptive behaviour that interferes with others' learning
2. Bullying, intimidating or harassing others
3. Behaviour that is distressing or hurtful to others
4. Consistent failure to meet course requirements
5. It is found that a student is lying, stealing or cheating
6. Consistent lateness
7. Failure to attend sessions
8. A serious breach of confidentiality

Prior to being dismissed, the Course Director will meet with the student to inform them of the problem behaviour and provide them with an opportunity to respond. A student will be asked to leave if the problem behaviour continues.

A student who is unwilling to comply with the placement facility's Policies and Procedures, and Code of Conduct will not be allowed to continue in the program.

24. CONCLUSION OF THE UNIT

As per the TASPE Inc. standard 6.10.1, following the conclusion of this CPE unit the Centre will continue to hold in a student's file all the material presented (PERs, Weekly Journals, Group presentations, etc.) for a period of at least two (2) years.

After 2 years has elapsed, the following material is required to be kept for a further period of 3 years.

- a. Application materials
- b. Information consent form
- c. Unit Supervisor's statement
- d. Final Evaluations
- e. Supervisory Reports

After five years have elapsed no records are required to be kept.

25. SUGGESTED READING LIST

Pastoral Care

- Clinebell, Howard (1991) *Basic Types of Pastoral Care & Counselling*, Abingdon Press: Nashville.
- Cooper-White, Pamela (2004) *Shared Wisdom: the use of self in pastoral care and counselling*, Fortress Press Minneapolis.
- Couture, P. D. and Hunter, R. J. (1995) *Pastoral Care and Social Context*, Abingdon Nashville.
- Doehring, Carrie (2006) *The Practice of Pastoral Care: a post-modern approach*, Westminster John Knox Press, Louisville
- Doehring, Carrie (1995) *Taking Care: Monitoring Power Dynamics and Relational Boundaries in Pastoral Care & Counseling*, Abingdon Nashville.
- Ferder, Fran (1995) *Words Made Flesh: Scripture, Psychology & Human Communication* Ave Maria, Notre Dame.
- Lartey, Emmanuel Y. (2003) *In Living Color: An intercultural Approach to Pastoral Care and Counseling*, 2nd Edition. London: Jessica Kingsley.
- Lester, Andrew D. (1995) *Hope in Pastoral Care and Counselling*, Westminster / John Knox, Kentucky.
- McGilvray, Jill (2009) reprinted 2011 *God's Love in Action*, Acorn Press, Brunswick East, Victoria, Australia
- Niklas, Gerald R. (1996) *The Making of A Pastoral Person*, Society of St. Paul, New York.
- Patton, John (1989) *Pastoral Care in Context: An Introduction to Pastoral Care* Westminster/John Know Press, Kentucky.
- Pembroke, Neil (2002) *The Art of Listening: Dialogue, Shame and Pastoral Care*, T&T Clark/Handsels Press, Grand Rapids, Michigan.
- Sims, Sally (2016) *Together through the Storm* Matthias Media, Sydney, Australia
- Stairs, Jean (2000) *Listening for the Soul: Pastoral Care and spiritual direction*, Augsburg, Fortress.
- St James O'Connor, Thomas; Colleen Lashmar & Elizabeth Meakes (eds) (Date?) *The Spiritual Care Giver's Guide to Identity, Practice and relationships: Transforming the Honeymoon in Spiritual Care and Therapy*, CAPPEWONT and Waterloo, Lutheran Seminary
- Switzer, David K. (1989) *Pastoral Care Emergencies: Ministering to People in Crisis*, Paulist Press, New Jersey.

AGED CARE

- MacKinlay, Elizabeth, Ellor, James W., and Stephen Pickard (eds) (2001) *Aging, Spirituality and Pastoral Care: A Multi-National Perspective*, The Haworth Pastoral Press, New York.

ETHICS

- Gula, Richard M. (1996) *Ethics in Pastoral Ministry*, Paulist Press, New York.
- Evans, Abigail R., (2011) *Is God still at the Bedside: The medical, Ethical and Pastoral Issues of Death and Dying* Wm. B. Eerdmans Publishing Co. Grand Rapids, Michigan.

GRIEF AND LOSS

Baker, McCall, Junietta (2004) *Bereavement Counseling Pastoral Care for Complicated Grieving*, Haworth Pastoral Press, New York.

Brind, Jan and Tessa Wilkinson (2008) *Funerals, Thanksgiving and Memorial Services*, Canterbury Press.

Wolfelt, Alan D. (2006) *Companioning the Bereaved: A Soulful Guide for Caregivers*, Companion Press, Fort Collins.

MENTAL HEALTH

Hartz, Gary W. (2005) *Spirituality and Mental Health: Clinical Applications*, The Haworth Press, New York.

Swinton, John (2000) *Resurrecting the Person: Friendship and the Care of People with Mental Health Problems*, Abingdon Press, Nashville

SUPERVISION

Carroll, Michael and Maria C. Gilbert (2006) *On Being a Supervisor: Creating Learning Partnerships*, Psychoz Publications, Kew.

Leach J & Paterson M., (2010) *Pastoral Supervision: A Handbook*, SCM Press, London

Hawkins P, Shohet R., (2012) *Supervision in the Helping Professions 4th edition*, Open University Press, McGraw Hill Berkshire, England

SPIRITUAL ASSESSMENT

Fitchett, George (1993) *Assessing Spiritual Needs: A guide for caregivers*, Augsburg, Minneapolis

Topper, Charles (2003) *Spirituality in Pastoral Counseling and the Community Helping Professions*, Howarth Press, Binghamton NY.

VandeCreek, Larry & Art M. Lucas, (2001) *The Discipline for Pastoral Care Giving: Foundations for Outcome Oriented Chaplaincy*, The Haworth Pastoral Press, Binghamton NY.

THEOLOGICAL REFLECTION

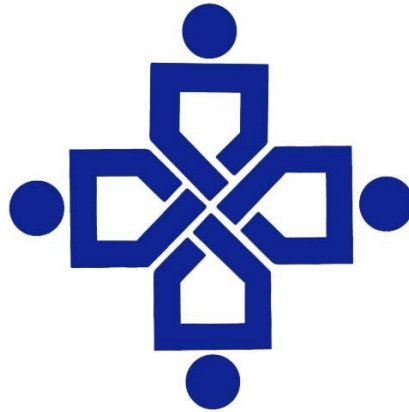
DeBary, Edward O. (2003) *Theological Reflection: The Creation of Spiritual Power in the Information Age*, The Liturgical Press, Collegeville, Minnesota.

Kinas, Robert L. (1996) *Let Ministry Teach: A guide to Theological Reflection*, The Liturgical Press, Collegeville, Minnesota.

O'Connell Killen Patricia and de Beer, John (1996) *The Art of Theological Reflection*, Crossroads, New York.

Willow, David & John Swinton (2000) *Spiritual Dimensions of Pastoral Care: Practical Theology in a Multidisciplinary Context*, Jessica Kingsley, London.

Whitehead J. & E. (1995) *Method in Ministry: Theological Reflection and Christian Ministry*, Sheed & Ward, Kansas City.



TASPE

Tasmanian Association for Supervised Pastoral Education

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The following Learning Contract is in place to ensure that supervisors and students are agreed in their expectations and understanding of course requirements and learning.

Learning Contract

I,, hereby agree to abide by the course commitments as outlined below for the CPE Unit beginning and finishing.....

Course Commitments:

1. Attendance and participation in all Group Supervision sessions, seminars, lectures as per timetable unless negotiated with the supervisor.
2. Students are responsible for the pastoral care of recipients in the areas of the placement facility to which they are assigned.
3. Each Student will meet with their supervisor for a total of not less than ten (10) hours during the course of the unit. It is the student's responsibility to provide material for supervision, and to ensure that supervisory conferences take place at regular intervals.
4. Students must complete the required written materials for their accreditation of the unit. ANZACPE Standards require as a minimum:
 - i. A Learning Contract and Statement of your personal, professional and spiritual goals for the unit and how you plan to achieve these
 - ii. A Spiritual Journey Paper that describes the participants theology / spirituality and how their spiritual journey impacts on their professional pastoral practice.
 - iii. Nine (9) Reports of Ministry (PER) (four to peers, four to their CPE supervisor, one at the Final Evaluation)
 - iv. A Mid Unit Evaluation
 - v. A Final Evaluation

Additional written assessment tools that may be required, in a particular CPE Unit, include:

- vi. A Case study
- vii. A Book Review (Read one book or a series of Journal articles or book chapters, that relate to an area of pastoral care that you have explored during the unit and present a personal response/review/of that reading to the group)
- viii. A Weekly Journal (including record of accumulated time spent in face to face ministry)
- ix. A Presentation on a Journal Article (Read a journal article and participate in a Group discussion of that article Prepare a a minimum one A4 page personal response to the reading to be handed to the supervisor at the end of the Journal Group discussion session.)
- x. A Non-Verbal Presentation
- xi. Other papers, presentations and journals as agreed by the Unit Supervisor and /or Group Process.

The student in this Unit of Clinical Pastoral Education Program has the responsibility to:

- Observe the rights of recipients of care including their right to respectful treatment, privacy and confidentiality.
- Observe the rights of peers and supervisors including privacy and confidentiality.
- Function with integrity and dignity as a professional representative of the organisation for which pastoral care is delivered. This includes presenting oneself in a manner that reflects professional behaviour, including appropriate attire.
- Attend to one's physical, emotional, and spiritual well-being.
- Observe the requirements of the placement agreement including mandatory reporting.
- Function in accordance with the TASPE Code of Ethics and the applicable codes of the placement facility / service to which you are assigned.

Students shall at all times be mindful of the intensity of the CPE journey and of the deep feelings that it can reveal in themselves and their peers. With this understanding comes the responsibility to explore your own feelings about what has been presented prior to responding thoughtfully and kindly to your peers.

Other responsibilities may be outlined in Policy and Procedures of the placement facility to which you are assigned.

Confidentiality Undertaking

I hereby agree to abide by and in accordance with the TASPE Inc. Confidentiality Undertaking. (Section 15 – Confidentiality)

Consent to Use Materials

I hereby give my consent for my de-identified material to be used for supervisory, peer review purposes or research and for purposes as outlined in the TASPE Inc. Standards and Section 17 (Section 17 – Supervisory Accreditation and Consent). I understand that student identity and the identity of any other person or institution will be concealed.

Student's Code of Ethics

I hereby agree to abide by the TASPE Inc. Code of Ethics for Students (Section 19 – Code of Ethics for Students).

I have read and agree to the above Learning Contract, the TASPE Code of Ethics for Trainees, and the CPE Centre's Privacy Statement.

Student _____

Date _____

Supervisor's Declaration

I,, hereby agree to supervise in accordance with, and abide by, the TASPE Inc. Code of Ethics (Section 18 – Code of Ethics for Supervisors).

Supervisor _____

Date _____

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Supervisor _____

Date _____