

**SECTION IV**

**POLICIES AND**

**PROCEDURES AT**

**SCHS**

## IV POLICIES & PROCEDURES

**All policies apply to students (interns, residents and supervisory) applying at the SCHS Accredited ACPE System, to include all placement sites and satellite centers.**

### **303.8 - STUDENT INFORMATION**

#### **PURPOSE:**

It is the policy of this ACPE Program to ensure that students are informed in writing of policies, procedures and student rights and responsibilities in relationship to SCHS as well as the institution in which they receive training.

#### **POLICY:**

Each student will be informed in writing of ACPE program policies and procedures, institutional policies and procedures, student rights and responsibilities as pertaining to participation in programs of ACPE.

#### **PROCEDURE:**

- A. Written descriptions of institutional and ACPE policies regarding students' participation within the ACPE programs of SCHS shall be included in the Student Handbook, items to be included but not limited to:
  1. Policies pertaining to *ACPE Standards 2010*: admission, financial, complaint procedure, maintenance of student records, discipline and withdrawal, student rights and responsibilities and ethical conduct.
  2. Expectations regarding the students' duties, appearance and conduct.
  3. Provisions for safety measures and instruction where appropriate.
- B. Each ACPE student will receive a copy of the Handbook during the first week of the unit. The Handbook is not to be considered as a contract.
- C. ACPE policies and procedures will be reviewed annually by the Supervisor (*or department director, ACPE faculty, consultation group*).

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### **303.8 - Student Support Services**

1.     **Orientation**  
All students are provided with an orientation prior to beginning their clinical assignments. The orientation includes orientation to the medical center, to the pastoral care department and to clinical pastoral education, and the clinical assignment.
  
2.     **Peer Group**  
Each ACPE Student will be provided with a peer group of no less than three members. Groups normally function with one supervisor with six or seven students. Every student will be supervised by an ACPE Supervisor, Associate Supervisor, or Supervisory Student along with a fully certified ACPE Supervisor.
  
3.     **Staff Contact Person**  
Each ACPE student is assigned an experienced pastoral care staff member to assist in orientation, introductions and assistance in the functional aspects of ministry and student life.
  
3.     **Educational Consultation**  
Consultation with professional care givers is available to all students upon reasonable request. It can be arranged through the ACPE Supervisor or the Chair of the ACPE Professional Advisory Group.
  
4.     **Counseling, Spiritual Direction and Therapy Resources**  
The self-exploratory aspect of ACPE can bring to surface personal issues and conflicts that affect ministry relationship and cause enough discomfort to indicate that a helping relationships for the student would be beneficial. Students are encouraged to explore their discomfort in a therapeutic relationship with a helping professional of their choice. There are a variety of such professionals practicing in the area. The supervisor and members of the Pastoral Care staff can recommend resources.
  
5.     **Professional Organizations**  
Students are encouraged to participate in the life of their faith community and professional Chaplain Associations. A more complete listing can be found in the Pastoral Care Library copies of the *Journal of Pastoral Care* or from your supervisor. The primary professional Chaplain organizations are:

Association of Professional Chaplains (APC)  
[www.professionalchaplains.org](http://www.professionalchaplains.org)  
1701 East Woodfield Road – Suite 311  
Schaumburg, IL 60173  
(847) 240-1014

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### National Association of Catholic Chaplains (NACC)

[www.nacc.org](http://www.nacc.org)  
3501 South Lake Drive  
P.O. Box 070473  
Milwaukee, WI 53207  
(414) 483-4898

### National Association of Jewish Chaplains

901 Rout 10  
Whippany, NJ 07981  
(973) 736-9193

#### 6. Job Opportunities and Employment Search

For students in their final quarter of training, didactic sessions are presented on the preparation of resumes, procedures for certification and advice on interviewing for ministry positions.

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### **304.1 - ADMISSIONS POLICY**

#### **PURPOSE:**

To assure that this ACPE Program does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or disability. This program is committed to training lay persons, clergy and persons in related caring professions.

#### **POLICY:**

The SCHS ACPE Program shall not discriminate against any individual for reasons of race, gender, age, faith group, national origin, sexual orientation, or disability. Equal access to educational opportunities is extended to all qualified persons. All members of the faculty and consultation group are expected to cooperate in making this policy a valid in fact.

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

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

#### **PROCEDURE:**

Applications are received throughout the year, and should be submitted preferably six months before the unit in which you wish to enroll. Decisions regarding acceptance are made as soon as possible after the application material is complete. Early acceptance into the program can occur when circumstances warrant. If it is logistically possible, the admissions interview should be conducted by the ACPE Supervisor of the SCHS ACPE program. A second interview will be conducted with a Director of Pastoral Care as part of their duties as a member of the Professional Advisory Group. **(Standard 305.1)**

#### **Program Pre-Requisites (Standard 307)**

##### Internship

1. High School graduation and preferably an Undergraduate degree (307.3)
2. Some theological education (Standard (307.3)
3. Life experience in ministry and/or motivation may be considered in exceptional cases (307.4)
  - a. International students will be considered after being in residence in the United States of America for at least twelve months before the beginning of the ACPE Program.
4. Completed ACPE Application for all students before acceptance (307.1)
5. Admissions Interview (307.2) with the ACPE Supervisor
  - a. A second interview will be conducted for all students by a Director of

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Pastoral Care. This is to help the student better understand the program and to select students who will meet the mission of the pastoral care departments. The interview is to insure comprehension and appropriate verbal articulation so to be able to minister to patients. It may be suggested that students complete a conversational educational program of their choosing and at their own expense before being accepted into the ACPE program at this center

b. If a phone interview is used, at least two persons will be involved, to include a Director of Pastoral Care and an ACPE Supervisor or persons designated for the purpose of a confidential initial interview.

### Residency

1. Preferably an Undergraduate degree and a graduate degree **(307.3)**
2. Some advanced academic theological education **(307.3)**
3. Life experience in ministry and/or motivation may be considered in exceptional cases **(307.4)**
  - a. International students will be considered after being in residence in the United States of America for at least twelve months before the beginning of the ACPE Program.
4. Previous ACPE training is preferred but not required
5. Completed ACPE Application **(307.1)**
6. Admissions Interview **(307.2)**
  - a. A second interview will be conducted for all students by a Director of Pastoral Care. This is to help the student better understand the program and to select students who will meet the mission of the pastoral care departments. The interview is to insure comprehension and appropriate verbal articulation so to be able to minister to patients. It may be suggested that students complete a conversational educational program of their choosing and at their own expense before being accepted into the ACPE program at this center.
  - b. If a phone interview is used, at least two persons will be involved, to include a Director of Pastoral Care and an ACPE Supervisor or persons designated for the purpose of a confidential initial interview.

### **Additional Requirements for Supervisory ACPE (Standards 307.6)**

#### Supervisory

1. Successful completion of at least four units of ACPE having demonstrated competency in the Outcomes of Level II CPE.
2. M. Div. degree, Rabbinical ordination, membership in a vowed Religious Community, ordination by a religious community or the equivalent.
3. Significant experience in ministry where one has demonstrated the ability to function pastorally. **(307.6.1)**
4. Completed ACPE Application
5. On-site Admissions Interview with one member of the SCHS ACPE Supervisory Staff and a Director of Pastoral Care.
6. A successful Consultation for Readiness for Supervisory Training by demonstrating competence in meeting ACPE Level II Outcomes no later than the second unit of supervisory training. **(307.6.2 and 307.6.3)**

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7. Demonstrates familiarity with the Spiritual Care Collaborative Common Standards for Chaplains (pages 33-35 of the ACPE Student Handbook). Note: ACPE Standards and Code of Ethics supersede these Standards **(307.6.4)**.
8. Prepare for a consultation for readiness for the student and supervisor which will occur within six months of beginning the supervisory education program **(307.6.5)**. (See ACPE Certification Manual, Part Two, IV A page 10).
9. Membership in ACPE or NACC. **(307.6.6)**

### **Admissions Criteria for Program**

Once a completed ACPE application is received, the candidate schedules an admissions interview. During that interview process, applicants receive consideration in accordance with the following guidelines:

1. There is a desire to have the peer group comprised of a variety of people of different ages, sexes, faith traditions, marital status, national heritage, geographical background and race, while maintaining enough commonality for effective functioning of the group.
2. Working in modern medical centers can be an overwhelming experience because of the acuity of patients' illnesses; therefore, applicants are given priority if they present greater self-assertiveness and a greater sense of personal and professional identity.
3. Applicants are given priority if they evidence a significant level of communication skills as demonstrated in the admissions interview.
4. Applicants are given priority if they exhibit inner motivation to learn and serve.

Following the interview the prospective student will receive a copy of the ACPE Admissions Interview in no more than 45 days. This letter will indicate the content of the conversation and the interviewer's assessment of the candidate's readiness for an accredited program of CPE. It will indicate the date at which admissions decisions will be made. The letter may indicate acceptance, being placed on a waiting list, or non-acceptance at this time. When a student is accepted into a unit of ACPE at this center they will receive a formal letter of acceptance (**Standard 307.5**). The prospective student will be asked to reply with their own acceptance or non-acceptance of the invitation to join the ACPE program at this center within ten days of the formal letter of acceptance.

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### **304.2 - FINANCIAL POLICY**

#### **PURPOSE:**

To assure that this ACPE Program addresses fees, payment schedule, refunds, stipends and benefits.

#### **POLICY:**

This ACPE Program shall provide each potential ACPE student with a copy of the tuition and fee schedule upon request of program information. Tuition and fees may be reviewed and/or changed annually. Registration of credit of the ACPE unit or the Supervisor's written evaluation may be withheld pending payment of all fees.

#### **PROCEDURE:**

##### A. Application Fee

An application fee must be included with application materials. This application fee is non-refundable except when the program is full and application is not considered.

##### B. Tuition

1. Tuition for a Unit of ACPE or Unit of Supervisory ACPE is due on the first day of the unit unless:
  - a) student submits in writing a payment plan seven (7) days before the beginning of the unit;
  - b) supervisor agrees to plan and,
  - c) written plan is submitted to the ACPE System Supervisor for approval with signatures of student and supervisor.
2. All tuition must be paid by the last day of a unit. No evaluation is to be issued without confirmation of tuition payment.
3. In the event of failure to pay tuition within thirty (30) days of the end of a unit, no credit is to be registered for that unit.

##### C. Deposit

A nonrefundable deposit of \$100 is required upon acceptance into any program to hold a place in that program. This deposit will only be refunded if the ACPE program is cancelled. See attached fee schedule.



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### **304.3 - PROCEDURE FOR COMPLAINTS**

#### **PURPOSE:**

To provide a mechanism for the handling of complaints or appeals made by ACPE students. Students receive a written copy of this policy and procedure at the time of orientation. Students can ask their supervisory for the Complaint Policies and Forms at any time or locate them on the ACPE Website [www.acpe.edu](http://www.acpe.edu)

#### **POLICY:**

The ACPE program at SCHS encourages persons to work out concerns or grievances informally, face to face and in a spirit of collegiality and mutual respect. Procedures for complaints should be used only if informal discussion and pastoral communications do not resolve differences and when the complainant or group of complainants desires to register a complaint. It is recommended that the complaint be resolved at the closest possible relationship. At any time during the process, either party can send documents directly to the ACPE National Office.

#### **DEFINITIONS:**

- A. A *complaint* is defined as a concern or grievance presented in writing, signed by the complainant and involving an alleged violation of the ethical, professional, and/or educational criteria established by the *ACPE Standards 2010*. A copy of these *Standards* is included in the Student Handbook. **(303.7)**
- B. A *student* is defined as any person enrolled in any program of ACPE for credit. Residents who receive a salary and are designated as employees of SCHS. may choose to utilize the grievance procedure for employees of St Vincent Charity Medical Center. A procedural booklet entitled "Employee Grievance Procedure" can be secured from the Department Secretary or the Office of Human Resources. If this vehicle is not chosen, the following steps would be followed.

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

#### **PROCEDURE:**

##### **A. Informal Proceedings within the ACPE Center.**

- 1. In the event of any grievance involving the ACPE program, any function of the Pastoral Care Department, or its supervisory staff, the student will inform directly his/her supervisor of the complaint in order to seek resolution. It is the responsibility of the student to inform his/her supervisor that a complaint/potential grievance is involved. The supervisor will schedule a meeting within twenty-four hours or as soon thereafter as is possible. If the grievance is lodged against the Senior Vice-

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President of Mission and Ministry and it remains unresolved, Step 2 (below) is omitted and the complaint becomes a formal proceeding.

2. If the matter is unresolved, the student will request that she/he and the supervisor meet with the Director of the Pastoral Care Department. If the complaint involves a Supervisor-in-Training, all Associate and ACPE Supervisors will be present. The Senior Vice-President of Mission and Ministry will schedule this meeting within two (2) working days of the request whenever possible. The next stop available to the student is the initiation of formal proceedings.

### **B. Formal Proceeding within the ACPE Center**

1. If the complaint remains unresolved, the student will present the complaint or grievance in writing to the Senior Vice-President of Mission and Ministry within six (6) months of the occasion causing the complaint, or within six (6) months of the conclusion of the educational experience in the center. There shall be a time limitation of ten (10) years when the complaint involves sexual exploitation, and any complaint may be made within a longer period if the delay is explained by an occasion of fraud, intimidation, or other wrongful conduct that prevents the earlier surfacing of the complaint. If the grievance is lodged against the Senior Vice-President of Mission and Ministry, and it remains unresolved, the complaint should be presented to the Chairperson of SCHS Professional Advisor Group. The written grievance must include:
  - a. A description of the occurrence/situation precipitating the grievance, specifically including the date(s) and time(s) of all events,
  - b. The name of all persons who, in the student's opinion, are involved in the concern; and,
  - c. A statement which provides the student's suggested resolution of the grievance including the student's reasons for the suggestion(s). If the complaint involves the allegation of a breach of personal or professional conduct or ethics on the part of an ACPE Supervisor, the aggrieved must send a copy of the written complaint to the Regional Director of the East Central Region.
  - d. Students may find it useful to use the complaint format on pages 75-76 of the Student Handbook.
2. The written complaint, along with the relevant documentation and/or statement(s) from the Supervisor or Senior Vice-President of Mission and Ministry, will be submitted within two (2) working days to the **Chairperson Professional Advisor Group**. The Chairperson will respond within ten (10) working days, either in writing or by meeting with the student. If the Chairperson is not available for this action, a person designated by the Chairperson will perform this function.
3. If the complaint does not reach satisfactory resolution, the Chairperson of the Professional Advisor Group will refer the matter to a grievance sub-group. The grievance sub-group is to be chosen from among Consultation members. The Chairperson will select a grievance sub-group of five (5) members within ten (10)

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working days of the request. The Chairperson will participate on the grievance sub-group in a consultative role and as such consultant, he/she has no vote.

4. The grievance sub-group will meet at St. Vincent Charity Medical Center, St. John Medical Center or another appropriate venue. The sub-group may elect to make decisions based upon the written documents available, or the sub-group may convene a hearing. This delegated body will have authority to examine written documentation and other records in accordance with SCHS. policy and to interview those directly or indirectly involved in the alleged incident. The sub-group may determine that additional meetings are required to reach its conclusions. The final decision of the grievance sub-group will be determined by the majority vote of its five (5) members, and the process shall be completed within sixty (60) working days after receiving the complaint.
5. The conclusions of the grievance sub-group will be filed in writing, with copies given to the principals and the Senior Vice-President of Mission and Ministry. In that statement, the grievance sub-group will address:
  - a. Whether the persons involved have made an adequate effort to resolve the complaint by discussion or agreement.
  - b. Whether the complaint or grievance has or is without merit.
  - c. Whether the complaint or grievance involves a violation of *ACPE Standards 2010*.
6. Based upon its findings the grievance sub-group may:
  - a. Recommend redress, which it determines to be appropriate to rectify the complaint.
  - b. Determine that no redress is appropriate.
  - c. Determine that the relief sought is beyond the power of the center or institution to grant.
  - d. Determine that the complaint falls within the jurisdiction of another authority, i.e. the East Central Region of ACPE.

### C. COMPLAINS OUTSIDE THE ACPE CENTER

1. When a complaint arises concerning the ethical and/or professional conduct of an ACPE member or concerning an ACPE regional structure or representative who is not resolved informally, the complainant(s) may register a complaint with the appropriate Regional Professional Ethics Committee of the Region in which the complaint arose. The complaint shall be registered within six (6) months of the occasion causing the complaint or, if applicable, within six (6) months of the conclusion of the educational experience in the center. The time limit for a complaint alleging that sexual exploitation occurred before January 1, 1993 and December 31, 1996 is four (4) years. The time limit for a complaint alleging that sexual exploitation occurred after January 1, 1997 is ten (10) years. Any complaint may be made within a longer period of the delay is explained by an occasion of fraud, intimidation or other wrongful conduct that prevents the earlier surfacing of

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the complaint.

2. When a complaint arises concerning the ethical and/or professional conduct of an ACPE national structure or representative within is not resolved informally, the complainant(s) may register a complaint with the ACPE Executive Director.
3. When a complaint involves a Regional Director, the Regional Chairperson shall be substituted for the Regional Director in the Procedures for Complaints. Similarly, when a complaint involves the ACPE Executive Director, the ACPE President shall be substituted for the Executive Director in the Procedures for Complaints.
4. For mediation procedures as an option, see *2010 ACPE Professional Ethics Commission Manual*.

Executive Director, ACPE:

The Rev. Teresa Snorton  
ACPE, Inc.  
1549 Clairmont Road, Suite 103  
Decatur, GA 30033  
(404) 320-1472  
Email: [teresa@acpe.edu](mailto:teresa@acpe.edu)

Professional Advisory Group:

Dr. Richard Christie  
St. Vincent Charity Medical Center  
2351 East 22<sup>nd</sup> Street  
Cleveland, OH 44115  
(216) 363-2543  
Email: [richard.christie@csauh.com](mailto:richard.christie@csauh.com)

Senior VP of Mission and Ministry

Sr. Rosemarie Carfagna  
SCHS  
2351 East 22<sup>nd</sup> Street  
Cleveland, Ohio 44115  
(216) 363-3312  
Email: [rcarfagna@sistersofcharityhealth.org](mailto:rcarfagna@sistersofcharityhealth.org)

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### **D. PROCEEDURE FOR ETHICAL COMPLAINTS REGARDING ANY MEMBER OF THE SUPERVISORY STAFF**

#### **PURPOSE:**

To provide a mechanism for the handling of ethical complaints by ACPE students in regards to the Supervisory Staff. Students receive a written copy of this policy and procedure at the time of orientation.

#### **POLICY:**

The ACPE program at SCHS recognizes the need to deal directly and urgently in issues of ethical violation. A student may use the **PROCEDURE FOR COMPLAINTS (304.3)** or the student may make a complaint directly to the Executive Director, ACPE. Students may find it useful to use the complaint format on pages 75-76 of the Student Handbook.

You may contact the Executive Director with your complaint at any time.:

The Rev. Theresa Snorton  
ACPE, Inc.  
1549 Clairmont Road, Suite 103  
Decatur, GA 30033  
(404) 320-1472  
Email: [teresa@acpe.edu](mailto:teresa@acpe.edu)

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### **PROCEDURE FOR APPEALING A NEGATIVE DECISION**

#### **PURPOSE:**

To provide a mechanism for the handling of appeals of negative decisions that affect ACPE students. Students receive a written copy of this policy and procedure at the time of orientation.

#### **POLICY:**

The ACPE program at SCHS encourages persons to work out concerns or appeals, face to face and in a spirit of collegiality and mutual respect. Procedures for appeals should be used only if informal discussion and pastoral communications do not resolve differences and when the student requesting an appeal of a decision or group of students appeals a decision desires to reverse the decision in question. It is recommended that the appeal be resolved at the closest possible relationship.

#### **DEFINITIONS:**

- A. An appeal is defined as a formal request for the reconsideration of a negative decision.
- B. A *student* is defined as any person enrolled in any program of ACPE for credit. Residents who receive a salary and are designated as employees of SCHS may choose to utilize the grievance procedure for employees of St Vincent Charity Medical Center. A procedural booklet entitled "Employee Grievance Procedure" can be secured from the SVCH Director of Pastoral Care or the Office of Human Resources. Students may find it useful to use the complaint format on pages 75-76 of the Student Handbook.
- C. If this vehicle is not chosen, the following steps would be followed.

#### **PROCEDURE:**

##### **A. Informal Appeals within the ACPE Center.**

1. In the event of any appeals involving the ACPE program, any function of the Pastoral Care Department, or its supervisory staff, the student will inform directly his/her supervisor of the appeal in order to seek resolution. It is the responsibility of the student to inform his/her supervisor that an appeal is involved. The supervisor will schedule a meeting within twenty-four hours or as soon thereafter as is possible. If the appeal is lodged against the ACPE Supervisor or supervisory staff and it remains unresolved, Step 2 (below) is initiated.
2. If the matter is unresolved, the student will request that she/he and the supervisor meet with the Senior Vice-President of Mission and Ministry. If the appeal involves a Supervisor-in-Training, all Associate and ACPE Supervisors will be present. The Senior Vice-President of Mission and Ministry will schedule this meeting within two (2) working days of the request whenever possible. The next stop available to the student is the initiation of formal proceedings.

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### **B. Formal Appeals within the ACPE Center**

1. If the appeal remains unresolved, the student will present the appeal in writing to the Senior Vice-President of Mission and Ministry within fourteen (14) working days of the informal appeal. If the appeal is lodged against a decision made by the Senior Vice-President of Mission and Ministry, and it remains unresolved, the appeal should be presented to the Chairperson of SCHS. Professional Advisory Group (PAG). The written appeal must include:
  - a. A description of the situation and decision being appealed, specifically including the date(s) and time(s) of all events,
  - b. The name of all persons who, in the student's opinion, are involved in the decision; and,
  - c. A statement that provides the student's suggested decision including the student's reasons for the suggestion(s).
2. The written appeal, along with the relevant documentation and/or statement(s) from the Supervisor or Senior Vice-President of Mission and Ministry, will be submitted within two (2) working days to the Chairperson of the PAG. The Chairperson will respond within five (5) working days, either in writing or by meeting with the student. If the Chairperson is not available for this action, a person designated by the Chairperson will perform this function.
3. If the appeal does not reach satisfactory resolution, the Chairperson of the PAG will refer the matter to the Student Consultation Subcommittee. The Student PAG Subcommittee is established annually by the PAG. The Chairperson will select a consultation subcommittee of five (5) members within ten (10) working days of the request. The Chairperson will participate on the appeals process in a consultative role, and as a consultant, he/she has no vote.
4. The Consultation Subcommittee will meet at St. Vincent Charity Medical Center, St. John Medical Center or another appropriate venue. The subcommittee may elect to make decisions based upon the written documents available, or they may convene a hearing. The subcommittee will have authority to examine written documentation and other records in accordance with SCHS. policy and to interview those directly or indirectly involved in the alleged incident. The subcommittee may determine that additional meetings are required to reach its conclusions. The final decision of the PAG Subcommittee will be determined by the majority vote of its five (5) members, and the process shall be completed within ten (10) working days after receiving the appeal.
5. The conclusions of the PAG Subcommittee will be filed in writing, with copies given to the principals and the Senior Vice-President of Mission and Ministry. In that statement, the Consultation Subcommittee will address:
  - d. Whether the persons involved have made an adequate effort to resolve the appeal by discussion or agreement.
  - e. Whether the appeal has or is without merit.

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- f. Whether the appeal involves a violation of *ACPE Standards 2010* or the policies of this center.
6. Based upon its findings the PAG Subcommittee may:
- g. Recommend a reversal of the decision, which it determines to be appropriate to rectify the complaint.
  - h. Recommend that no redress is appropriate.
  - i. Recommend that the relief sought is beyond the power of the center or institution to grant.
  - j. Determine that the appeal falls within the jurisdiction of another authority, i.e. the East Central Region of ACPE and should be addressed as a complaint under Policy 304.3 ACPE Standards 2010, which is found on page 63 of the System Handbook.

For Appeals of Certification and Accreditation Decisions please refer to the *Appeals Manual 2010* located on the web site [www.acpe.edu](http://www.acpe.edu).

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### **POLICY FOR COMPLAINTS ALLEGING VIOLATIONS OF EDUCATION STANDARDS in EDUCATIONAL PROGRAMS**

The Accreditation Commission of the Association for Clinical Pastoral Education (ACPE) takes seriously any complaint alleging violations of education standards within accredited programs. Such complaints should be directed promptly to the Chair of the Accreditation Commission. The Accreditation Chair, in consultation with the ACPE Accreditation Staff, will commence the Education Review Process (ERP) – outlined below and detailed in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*. A sample complaint form is found on pages 84 -85 of this Handbook.

#### **Education Program Complaint Review Process**

##### A. General Information

1. A **complaint** is a **grievance** presented in writing and signed, involving an alleged violation of the education criteria established by the *ACPE Accreditation Standards (300's)*. The complaint must identify the specific standard(s) alleged violated. Complaints may be registered by those who consider themselves harmed by an alleged violation or by any person(s) having substantive knowledge of a violation of the *Education Standards (300's)*.
2. The complaint must name an individual(s) and/or program over which the Accreditation Commission [Commission] has jurisdiction. The person filing the complaint consents to the Commission complaint process and gives permission for the disclosure to the Commission, its representatives, and the respondent of all information necessary to process the complaint. In most instances, the complainant will be asked to submit an Accreditation *Education Complaint Form*.

##### B. Inquiries and Filing of Complaints

1. Complaints, or inquiries about filing them, are directed to the Chair of the Accreditation Commission at: *ACPE*  
*1549 Clairmont Road, Suite 103*  
*Decatur, GA 30033*

If a complaint is not on an *Education Complaint Form*, the Chair will contact the complainant and request this be done if reasonably possible. The Chair will supply the complainant the form, a copy of the *ACPE Accreditation Standards (300)*, and the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* can be found in this Handbook or the web address: [www.acpe.edu](http://www.acpe.edu).

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

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### C. Initial Review

1. Within a reasonable time of receiving the complaint and the respondent's response, the Chair with the Accreditation Staff will determine whether or not the Commission has jurisdiction over the persons, program and allegations. Jurisdiction requires that:
  - a. the respondent-individual-program is a member/program accredited by the Commission;
  - b. the complaint alleges a violation which if it occurred would violate the Commission's education standards;
  - c. the alleged violations occurred in a context and during a time the member's/program's conduct was subject to the Commission's standards, and
  - d. the alleged violation falls within twelve months of the date of *filing* the complaint with the Chair. In unusual circumstances, at the discretion of the Chair with the Accreditation Staff, these limits may be extended.
  
2. If jurisdiction is established, the Chair with Accreditation Staff determines the direction the complaint will move. More than one option may be chosen:
  - a. Dismiss the complaint if no jurisdiction.
  - b. Dismiss the complaint without prejudice if it appears the situation is one that could be reasonably addressed by the parties and insufficient attempt has been made to seek resolution. The Chair may suggest approaches to resolution.
  - c. Offer a mediation opportunity if appropriate.
  - d. Refer the complaint for investigation and review.
  - e. The Chair may implicate additional violations of standards not named by the complainant. The respondent will be informed of those additions at the time of the investigation in order to respond.
  
3. Notification: As soon as reasonably possible the Chair will send notification by certified mail to the complainant and respondent of the action to be taken. If there will be an investigation, the notification will include the specific allegations, the standards alleged violated and the name, address and phone number of the investigator(s).
  
4. The Investigative Phase: When an investigation is warranted, the Chair and the Accreditation Staff will appoint an investigator. The investigator must have training in processing complaints and be a former Commission member. The investigator will conduct the investigation according the processes set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
  
5. The Case Review
  - a. A sub-committee of the Accreditation Commission is the designated case review body. The Committee Chair receives the investigative report and convenes the Committee to review the report, take follow-up action as necessary and recommend any enforcement action. The Accreditation Commission receives the Committee's enforcement recommendations and takes final action.

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- b. The Committee Review will follow the procedures set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
  - c. After reviewing the evidence and deliberating, the Committee shall reach one of two decisions:
    - 1) No violation of Education Standards occurred.
    - 2) A violation of the Education Standards did occur and the Committee will take follow-up action with the program as necessary to rectify the violation and guard against future violations.
  - d. When Committee finds a violation did occur, it may recommend enforcement actions to the Accreditation Commission which will follow-up, enact as appropriate, and perform the notification and record-keeping functions designated in the *ACPE Accreditation Manual, 2010 edition*.
6. Notification of Findings and Action for Case Review & Appeals Process
- a. The Committee Chair will notify the member/program and complainant of the action taken. The notification to both parties of the complaint will be sent by certified mail, return receipt requested, and shall include notification that either may appeal the decision. The limited grounds for appeal will be stated. Both shall be instructed not to make the notification public until the appeals process is over.
  - b. No public notification shall be made until after the appeal process is completed.
  - c. When no appeal is filed, an appeal is denied, or after the appeal process is completed, notification shall occur according the Accreditation Notification process in the *ACPE Accreditation Manual, 2010 edition*.
7. Appeals Process
- a. Appeals of Committee decisions and actions are sent to the Chair of the Accreditation Commission, who will appoint three members of the Commission not otherwise involved in the case to serve as the Appeal Panel.
  - b. The complainant may appeal the decision but not the follow-up actions or enforcement recommendations. The respondent may appeal either or both.
  - c. The Appeals Process shall follow the procedures set forth in the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*.
  - d. Grounds for appeal are limited to (a) the party was refused reasonable opportunity to obtain and present evidence within the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations*, (b) gross irregularity in the proceedings as established

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by these guidelines, either of which would have led to a substantially different outcome.

- e. If the appeal is not granted, the Committee follow-up actions and any Commission enforcement proceed.
- f. Appeal decisions by the Commission are final and binding on the Commission, ACPE and its members and programs.

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### **Complaint Form** **Sisters of Charity Health System** **The Association for Clinical Pastoral Education**

#### I. GENERAL INFORMATION

A. Person/Program/Entity Against Whom Complaint Filed (“Respondent”)

1. Person(s)
2. Program/Entity name & address

B. Person Filing Complaint (“Complainant”)

1. Name
2. Address
3. Phone numbers

Where do you prefer to be contacted?

Time of day?

Instructions for leaving messages?

#### II. COMPLAINT INFORMATION

A. What is your relationship to the respondent?

B. Are you yourself affected by the alleged violation(s) of education standards or Commission procedures or are you filing as a third party?

1. If as a third party, give the name and contact information of the person(s) affected directly by the alleged violations.
2. State your relationship to the above person(s)
3. Does the above person(s) know you are filing this complaint?
4. Does the above person(s) consent to your filing this complaint?

C. Are these allegations being made to or addressed in another forum? Please provide contact information, if known, for any forum checked.

1. Civil or criminal court
2. A state licensing or accreditation body
3. Another professional accreditation association
4. Church or endorsing faith group
5. Another professional association

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6. An employment entity
  7. Other
- D. Cite the specific sections of the *ACPE Standards*, *ACPE Ethics*, or *Non-ACPE Ethics Policy* or Commission Procedures you believe have been violated.
- E. For each standard/violation, describe concisely the incident or condition that occasions this complaint and the date occurred or observed. Focus on specifics. Provide any documentation substantiating each allegation. Please give the names and contact information of people with direct knowledge of the alleged incidents or conditions an ACPE investigator could contact. Attach pages as necessary.
- F. Describe what efforts, if any, have been made to resolve this complaint or to address the conditions or conduct alleged in the complaint. Give the forum, dates, times, circumstances, participants, outcomes.
- G. Identify what action or remedy you seek from filing this complaint.

#### III. CONSENT AND FILING INSTRUCTIONS

The information contained in this Complaint Form is accurate to the best of my present knowledge and constitutes my formal complaint. I consent to the release of my name and any information I supply, and/or information obtained by ACPE in the course of processing this complaint, to the ACPE member/program/entity complained against and to people authorized by ACPE. I will cooperate fully with the process as described in the *Accreditation Commission Manual for Processing Allegations of Education Standards Violations*. Should the respondent have information about me that is privileged or confidential, I recognize I may be requested to waive in writing the confidential or privileged status of particular information to further this process. I recognize I will have access to information gathered by ACPE only at its discretion.

Signed \_\_\_\_\_ Date \_\_\_\_\_

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### **POLICY FOR COMPLAINTS AGAINST THE ACCREDITATION COMMISSION**

The Accreditation Commission (Commission) is committed to fair and impartial administration of the Education Standards (300's) (Standards) of the Association for Clinical Pastoral Education (ACPE). The Commission follows these Standards in its established accreditation practices, on-site reviews, and administrative functions.

Allegations that the Commission or its representatives have failed to follow its processes or misapplied the Standards will receive prompt, unbiased attention. No source making a good-faith complaint will be retaliated against, harassed, or jeopardized in accreditation decisions on the basis of having filed a complaint.

This complaint process does not apply to charges relating to adverse accreditation action or citations for non-compliance. Those must follow the *Appeal of Adverse Accreditation Decision(s) ACPE Standard 320* process set forth in *Appendix 17* of the *ACPE Accreditation Manual Revised 2010*. A sample complaint form is found on pages 84 -85 of this Handbook.

#### **Complaint Review Process For Allegations of Commission Violations**

##### I. General Information

- A. A **complaint** is a **grievance** presented in writing and signed, involving an alleged violation by the Commission or its representatives of the *ACPE Accreditation Standards (300's)* or Commission processes enumerated in the *ACPE Accreditation Manual Revised 2010*. The complaint must identify the specific standard(s) or process alleged violated and state specifically how it was violated. Complaints may be registered by those who consider themselves harmed by an alleged violation or by any person(s) having substantive knowledge of a violation.
- B. The complaint must name the Commission, its representative(s) or staff. The person filing the complaint consents to this complaint process and gives permission for the disclosure to the Commission, its representatives, and the respondent of all information necessary to process the complaint.

##### II. Inquiries and Filing of Complaints

- A. Complaints, or inquiries about filing them, are directed to the Chair of the Accreditation Commission [Chair] at: *ACPE*  
*1549 Clairmont Road, Suite 103*  
*Decatur, GA 30033*  
If the complaint is against the Chair, it should be sent to the same address in care of the Accreditation Staff (Staff). The complainant will be supplied a copy of the *Education Complaint Response Form*, the *ACPE Accreditation Standards (300)* and the *Accreditation Commission Manual for Processing Allegations of ACPE Education Standards Violations* or the web address for each within a week of receipt of the inquiry.

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

### III. Initial Review

- A. Within a reasonable time of receiving the complaint and the respondent's response, the Chair (or Staff) will determine whether or not the Commission has jurisdiction over the person/entity named and allegations. Jurisdiction requires:
  - 1. The complaint alleges a violation which if it occurred would violate the education standards or Commission process;
  - 2. The alleged violations occurred in a context and during a time the person/entity was subject to the Commission's processes or Standards, and
  - 3. The alleged violation falls within three months of the date of *filing* the complaint with the Chair (Staff), or two Commission members if either of the preceding is named and ineligible to participate. In unusual circumstances, at the discretion of the Chair with the Accreditation Staff, these limits may be extended.
- B. If jurisdiction is established, the Chair or Staff determines the direction the complaint will move. More than one option may be chosen:
  - 1. Dismiss the complaint without prejudice if it appears the situation is one that could be reasonably addressed by the parties and insufficient attempt has been made to seek resolution. The Chair (Staff) may suggest approaches to resolution.
  - 2. Offer a mediation opportunity if appropriate.
  - 3. Refer the complaint for investigation and review.
  - 4. The Chair (Staff) may implicate additional violations of standards or process not named by the complainant. The respondent will be informed of those additions at the time of the investigation in order to respond.
- C. Notification: As soon as reasonably possible the Chair (Staff) will send notification by certified mail to the complainant and respondent of the action to be taken. If there will be an investigation, the notification will include the specific allegations, the standards or process alleged violated and the name, address and phone number of the investigator(s).

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

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### **304.4 – POLICY FOR THE MAINTENANCE OF STUDENT RECORDS**

#### **PURPOSE:**

To assure that this ACPE Program maintains student records in a manner which addresses confidentiality, access, content, custody of student records, and custody of student records should the center be without a supervisor and/or accreditation. This policy is reviewed annually and presented to students during orientation of every unit of ACPE offered at every component and satellite of this system center.

#### **POLICY:**

The SCHS ACPE Program shall maintain records in a manner consistent with the Guidelines for Student Records as appears in Section A.100 in the Appendix of the ACPE Standards. Those guidelines are included in the Student Handbook and explained to the students during the orientation phase of their ACPE program. The SCHS shall maintain records in a manner consistent with the *Guide for Student Records* as appears in Appendix 7 B, *ACPE Accreditation Manual* (2010) “Annual Notice”.

Student records will not be released without the written consent of the student. The official record will consist of the application face sheet, the ACPE Supervisor’s written evaluation report and the student’s own written evaluation report. Material written by students such as verbatim and case histories which contain information about other persons will be destroyed unless used for pastoral research, with written permission from the student. Supervisory notes are not a part of the official record and are the property of the supervisor.

#### **PROCEDURE:**

- A. SCHS ACPE Program student files will be maintained for a period of ten years. After that period, the file may be thinned and only a face sheet will be held in the files. The student has the responsibility to maintain his/her own file for future use.
- B. SCHS ACPE Program will not keep a permanent file with evaluation reports past the ten-year limit. The student will be informed that it is his/her responsibility to keep copies of evaluations for future use. No evaluation reports will be released from the file without the written request of the student.
- C. Student files are maintained in the System Center of the Supervisor who provides the primary supervision of the student. Access to student records is restricted to the ACPE Supervisor.
- D. In the event that the Clinical Pastoral Education program should cease to exist, student records will be sent to the national ACPE office in Decatur, Georgia and maintained for four years.
- E. The SCHS ACPE system center guarantees to its students the rights to inspect and review education records, to seek to amend them, to specified control over release of record information, and to file a complaint against the program for alleged violations of these Family Education and Privacy Act (FERPA) rights.
- F. Directory information about a student is exempt. Directory information is student information not generally considered harmful or an invasion of privacy if released. Directory information includes: name, address, e-mail, telephone, date of birth,

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religion, previous education, and photograph. All other information is released only with the student's written, signed, dated consent specifying which records are being disclosed, to whom, and for what limited purpose. The student may opt out of sharing any or all of this directory information by written request to the SCHS System Supervisor.

- G. Every student has the right to object to record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.
- H. A student record shall consist of any record (paper, electronic, video, audio, biometric etc.) directly related to the student from which the student's identity can be recognized; and is maintained by the education program/institution or a person acting for the institution. Certain exemptions concerning the release of information exist to protect the health or safety of the student or others, and for the purpose of accreditation or complaint review, or as required for legal processes.
- I. Protocols:
- SCHS student files will be maintained for a period of 10 years. After that period the file will be thinned and only a face sheet will be held in the files. The student has a responsibility to maintain his/her own file for future use.
  - The student record consists of: application face sheet, supervisory evaluations and student self-evaluations, committee action reports and presenter's reports from consultations. A student has the right to object to record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.
  - SCHS will not keep a permanent file with evaluation reports past the 10-year limit. All records will be kept in a locked file cabinet in the SCHS System Supervisor's office. Only center Supervisors will have keys to the Cabinet. At the end of the ten year period the materials will be incinerated. The student will be informed that it is his/her responsibility to keep copies of evaluations for future use. No evaluation reports will be released from the file without the written request of the student.
  - Student files are maintained at the SCHS System Supervisor's office and with the primary supervisor of the student. Access to student records is restricted to educational officials with a legitimate educational interest.
  - In the event that Clinical Pastoral Education should cease to exist, the regional accreditation chair arranges the secure storage of all student records of the center. The Accreditation Commission Chair and ACPE office will be informed of the record's location.
- J. Access to student records will be restricted to the ACPE supervisors at the center, supervisory students in training, and members of the Professional Consultation Committee. "Legitimate educational interests" include review of materials following a complaint, review for the sake of student consultation, and preparation for admissions interviews.
- K. Violations of these protocols may be reported to the Chair of the Accreditation Commission at: ACPE, 1549 Clairmont Road, Suite 103, Decatur, GA 30033.
- L. **Persons seeking certification** as an ACPE or NACC supervisor shall not use personally identifying material about ACPE students without the written permission of the student. Thus, either the identity of the student must be redacted or the student must give written permission to use the material.

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1. Following the action of a regional certification or the ACPE Certification Commission, and when the time limit for appeal has lapsed, all materials submitted about student will be destroyed.
  2. A regional certification committee and the ACPE Certification Commission may keep on file a face sheet of the person seeking certification, copies of the Presenters' Reports, and copies of all Action Reports on the person seeking certification. Other materials should be returned to the person seeking certification.
  3. ACPE may keep on file a copy of the face sheet and regional certification committee Action Reports, copies of all Certification Commission Presenters' Reports, and copies of all Certification Commission Action Reports.
- M. **Research:** if information in student records or in an ACPE supervisor's records is considered of research value, and a this ACPE System Center desires to collect and use such material for research, a release shall be made available for the persons signature. No personally identifiable material will be used for research without the person's written permission for use.

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### **304.5 - CONSULTATION OF THE STUDENT'S LEARNING GOALS, PROCESS AND FOCUS**

#### **PURPOSE:**

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

#### **PROCEDURES:**

- A. The student shall be oriented to the goals and objectives of ACPE.
- B. At the end of each unit of training, the supervisor's final evaluation of the student shall clarify how the student has engaged the objectives and goals of ACPE in her/his learning process.
- C. Students may be required by SCHS ACPE Program to meet with a consultation group after any unit of training.
- D. Since consultation is not required by the center the student or supervisor may request the consultation anytime after the first unit of training.
- E. The consultation group shall include the supervisor from the center and, at least, one other supervisor or pastoral person who has understanding of the goals and objectives of ACPE.
- F. Written requirements for the consultation include:
  - 1. A copy of the student's written learning goals.
  - 2. Copies of all students' self-evaluation from previous ACPE.
  - 3. Copies of all supervisors' written evaluations from previous ACPE.
  - 4. A written statement by the student/supervisor clarifying the issues in which consultation is needed.
- G. After dialogue, the consultation group shall conclude the session with consultation to the student and supervisor.
- H. This group is consultative and does not make final decisions. Final decisions regarding the assessment of the student's learning goals, process or focus, are made by the primary supervisor.
- I. The supervisor will include the consultation feedback in the student's next final evaluation and/or in a separate report of the consultation.

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### **STANDARD 304.6 – PROCEDURES FOR DISCIPLINE AND WITHDRAWAL**

#### **PURPOSE:**

To provide a mechanism for those situations within the training program when it is necessary for the faculty of the ACPE program to take disciplinary action which may take the form of a progressive process that normally begins with probation followed by restoration, dismissal, or withdrawal of a student from the ACPE program. These procedures make use of the Policy of Appealing a Negative Decision at any point in this process.

#### **POLICY:**

It is the policy of the department that probation and/or dismissal of a student may occur as a result of behaviors listed below.

#### **DEFINITIONS:**

Probation is for a specific period of time, not less than two days or no more than six weeks within any unit of ACPE. Both salaried and non-salaried students may be placed on probation. The status of probation indicates that continuation in the ACPE program is in jeopardy. Probation may include the restriction of work in assigned clinical areas and/or restriction from participation in the learning group.

Dismissal ends the student's participation in the ACPE program and ministry within the institution at the initiation of the ACPE faculty. Both salaried and non-salaried students may be dismissed.

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

#### **PROCEDURE:**

##### **A. Probation**

1. A student may be placed on/or removed from probation by a decision of the placement site Director of the Pastoral Care Department, the Senior Vice-President of Mission and Ministry or any member of the Supervisory Staff. The placement site Director of Pastoral Care and primary ACPE Supervisor will then meet with the student.
2. Probation or dismissal may occur as the result of (but not limited to):
  - a. Failure to successfully complete a training unit.
  - b. Failure to adequately participate in education program.
    - 1) Failure to negotiate an individual learning contract.
    - 2) Failure to be present and/or interact in a manner conducive to growth for self or peers.
  - c. Failure to act responsibly in pastoral obligations.
    - 1) Failure to respond to pages and/or inappropriate absences from the medical center.
    - 2) Failure to respond appropriately to the needs of patients, families and staff.
    - 3) Failure to interact on a professional level with medical center staff.
    - 4) Failure to cooperate with peers toward a cohesive ministry

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- within the medical center.
- 5) Failure to provide adequate pastoral coverage in assigned areas.
- d. Conduct unbecoming a ACPE student
  - 1) Behavior that compromises professional functioning, to include any ethical violations (Handbook pages 94-99).
  - 2) Abuse and/or manipulation of medical center staff, patients, families or peers.
  - 3) Behavior that compromises educational functioning to include plagiarism of the materials from any source.
- 3. A student placed on probation will receive a written notice of such action by the Primary Supervisor. Specific reasons for this action and desired behavioral changes will be provided to the student.
- 4. During the final week of probation, the ACPE faculty and student will meet for evaluation and a decision will be made regarding continuation in the program or dismissal. The student will be notified of the final decision by a letter from the SCHS System Supervisor.

### **B. Dismissal from the program**

- 1. A student may be dismissed from the program without first receiving probation, though the normal procedure is for the student to first be placed on probation with the hope of changing the behaviors that necessitated discipline.
- 2. A decision to dismiss the student will include two weeks notice, although if the cause for dismissal warrants it, the student may be restricted from work in the assigned area.
- 3. The ACPE faculty reserves the right to dismiss any student whose program achievements, clinical performance, or conduct as a professional makes continuation in the program inadvisable.
- 4. Tuition fees will be refunded according to Financial Policy.

### **C. Withdrawal**

- 1. A student may withdraw from the ACPE program by informing his/her primary supervisor and submitting a letter of withdrawal to the SCHS System Supervisor.
- 2. Students are encouraged to inform the primary supervisor of the possibility of withdrawal in order to provide continuity in addressing the pastoral care needs of patients.
- 3. Tuition fees will be refunded according to Financial Policy.

### **D. Appeals Process**

- 1. At any time, a decision of probation, dismissal or withdrawal can be appealed by the student using the Procedure for Appealing a Negative Decision on pages 66-68 of this Handbook.

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### **304.7- ETHICAL CONDUCT for Non-ACPE Members**

#### **PURPOSE:**

To describe expectations of professional and ethical conduct for participants in an ACPE accredited program of ACPE who are not members of ACPE.

#### **POLICY:**

All ACPE faculty and students of ACPE at this ACPE Program are expected to uphold and abide by the Code of Professional Ethics as detailed below. The ACPE Supervisor is accountable to these ethical standards and the Ethical Standards of ACPE as delineated in ACPE Standard 100, the Professional Ethics Commission Manual 2010 and the 2010 ACPE Standards on pages 94 and 95 of this Handbook. **(Standard 100, 101, 102, 103, 104 105, 301.2 and 304.7)**

#### **Common Code of Ethics for Chaplains, Pastoral Educators and Students**

#### **The Code of Ethics for Spiritual Care Professionals which includes Chaplains, Pastoral Educators, Supervisors, Supervisors-in-Training, Pastoral Volunteers, and Students Preamble**

Spiritual Care Professionals are grounded in communities of faith and informed by professional education and training. They are called to nurture their personal health of mind, body and spirit and be responsible for their personal and professional conduct as they grow in their respect for all living beings and the natural environment. When Spiritual Care Professionals behave in a manner congruent with the values of this code of ethics, they bring greater justice, compassion and healing to our world.

Spiritual Care Professionals:

- affirm the dignity and value of each individual;
- respect the right of each faith group to hold to its values and traditions;
- advocate for professional accountability that protects the public and advances the profession; and
- respect the cultural, ethnic, gender, racial, sexual-orientation, and religious diversity of other professionals and those served and strive to eliminate discrimination.

#### **1.0 Ethical Principles in Relationships with Clients**

Spiritual Care Professionals understand clients to be any counselees, patients, family members, students or staff to whom they provide spiritual care. In relationships with clients, Spiritual Care Professionals uphold the following standards of professional ethics. Spiritual Care Professionals:

- 1.1 Speak and act in ways that honor the dignity and value of every individual.

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- 1.2 Provide care that is intended to promote the best interest of the client and to foster strength, integrity and healing.
- 1.3 Demonstrate respect for the cultural and religious values of those they serve and refrain from imposing their own values and beliefs on those served.
- 1.4 Are mindful of the imbalance of power in the professional/client relationship and refrain from exploitation of that imbalance.
- 1.5 Maintain relationships with clients on a professional basis only.
- 1.6 Avoid or correct any conflicts of interest or appearance of conflicting interest(s).
- 1.7 Refrain from any form of sexual misconduct, sexual harassment or sexual assault in relationships with clients.
- 1.8 Refrain from any form of harassment, coercion, intimidation or otherwise abusive words or actions in relationships with clients.
- 1.9 Safeguard the confidentiality of clients when using materials for educational purposes or written publication.
- 1.10 Respect the confidentiality of information entrusted to them by clients when communicating with family members or significant others except when disclosure is required for necessary treatment, granted by client permission, for the safety of any person or when required by law.
- 1.11 Understand the limits of their individual expertise and make referrals to other professionals when appropriate.

### **2.0 Ethical Principles in Relationships Between Supervisors/Educators and Students**

Spiritual Care Professionals respect the integrity of students using the power they have as supervisors/educators in responsible ways. Spiritual Care Professionals:

- 2.1 Maintain a healthy educational environment free of coercion or intimidation.
- 2.2 Maintain clear boundaries in the areas of self-disclosure, intimacy and sexuality.
- 2.3 Provide clear expectations regarding responsibilities, work schedules, fees and payments.
- 2.4 Provide adequate, timely and constructive feedback to students.
- 2.5 Maintain a healthy respect for the personal growth of students and provide appropriate professional referrals.
- 2.6 Maintain appropriate confidentiality regarding all information and knowledge gained in the course of supervision.

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### **3.0 Ethical Principles in Relationships with Faith Community**

Spiritual Care Professionals are accountable to their faith communities, one another and other organizations. Spiritual Care Professionals:

- 3.1 Maintain good standing in their faith group.
- 3.2 Abide by the professional practice and/or teaching standards of the state/province, the community and the institution in which they are employed. If for any reason a Spiritual Care Professional is not free to practice or teach according to conscience, the Spiritual Care Professional shall notify the employer, his or her professional organization and faith group as appropriate.
- 3.3 Do not directly or by implication claim professional qualifications that exceed actual qualifications or misrepresent an affiliation with any institution.

### **4.0 Ethical Principles in Relationships with Other Professionals and the Community**

Spiritual Care Professionals are accountable to the public, faith communities, employers and professionals in all professional relationships. Spiritual Care Professionals:

- 4.1 Promote justice in relationships with others, in their institutions and in society.
- 4.2 Represent accurately their professional qualifications and affiliations.
- 4.3 Exercise good stewardship of resources entrusted to their care and employ sound financial practices.
- 4.4 Respect the opinions, beliefs and professional endeavors of colleagues and other professionals.
- 4.5 Seek advice and counsel of other professionals whenever it is in the best interest of those being served and make referrals when appropriate.
- 4.6 Provide expertise and counsel to other health professionals in advocating for best practices in care.
- 4.7 Seek to establish collaborative relationships with other community and health professionals.
- 4.8 Advocate for changes in their institutions that would honor spiritual values and promote healing.
- 4.9 Provide other professionals with chart notes where they are used that further the treatment of the clients or patients, obtaining consent when required.
- 4.10 Communicate sufficient information to other care team members while respecting the privacy of clients.
- 4.11 Ensure that private conduct does not impair the ability to fulfill professional responsibilities or bring dishonor to the profession.

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- 4.12 Clearly distinguish between statements made or actions taken as a private individual and those made as a member or representative of one of the cognate organizations.

### **5.0 Ethical Principles in Relationships with Colleagues**

Spiritual Care Professionals engage in collegial relationships with peers, other chaplains, local clergy and counselors, recognizing that perspective and judgment are maintained through consultative interactions rather than through isolation. Spiritual Care Professionals:

- 5.1 Honor all consultations, whether personal or client–related, with the highest professional regard and confidentiality.
- 5.2 Maintain sensitivity and professional protocol of the employing institution and/or the certifying organization when receiving or initiating referrals.
- 5.3 Exercise due caution when communicating through the internet or other electronic means.
- 5.4 Respect each other and support the integrity and well being of their colleagues.
- 5.5 Take collegial and responsible action when concerns about or direct knowledge of incompetence, impairment, misconduct or violations against this code arise.
- 5.6 Communicate sufficient information to other care team members while respecting the privacy of clients.

### **6.0 Ethical Principles in Advertising**

Spiritual Care Professionals engage in appropriate informational activities that educate the public about their professional qualifications and individual scopes of practice. Spiritual Care Professionals:

- 6.1 Represent their competencies, education, training and experience relevant to their practice of pastoral care, education and counseling in an accurate manner.
- 6.2 Do not use any professional identification (business cards, letterhead, Internet or telephone directory, etc.) if it is false, misleading, fraudulent or deceptive.
- 6.3 List and claim as evidence only degrees and certifications that are earned from educational institutions and/or training programs recognized by the certifying organizations of Spiritual Care Professionals.
- 6.4 Ascertain that the qualifications of their employees, supervisees and students are represented in a manner that is not false, misleading, fraudulent or deceptive.
- 6.5.1 Represent themselves as providing specialized services only if they have the appropriate education, training or supervised experience.

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### **7.0 Ethical Principles in Research**

Spiritual Care Professionals engaging in research follow guidelines and applicable laws that strive to protect the dignity, privacy and well-being of all participants.

Spiritual Care Professionals:

- 7.1 Engage only in research within the boundaries of their competence.
- 7.2 In research activities involving human participants, are aware of and ensure that the research question, design and implementation are in full compliance with ethical principles.
- 7.3 Adhere to informed consent, including a clear and understandable explanation of the procedures, a description of the risks and benefits, and the duration of the desired participation.
- 7.4 Inform all participants of the right to withdraw consent and to discontinue involvement at any time.
- 7.5 Engage in research while being sensitive to the cultural characteristics of participants.
- 7.6 Maintain the confidentiality of all research participants and inform participants of any limits of that confidentiality.
- 7.7 Use any information obtained through research for professional purposes only.
- 7.8 Exercise conscientiousness in attributing sources in their research and writing thereby avoiding plagiarism.
- 7.9 Report research data and findings accurately.

## IV POLICIES & PROCEDURES

### ACPE Standard 100 and 101 Code of Ethics for the Supervisory Staff and ACPE Members

#### Standard 100

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

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

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

#### Standard 101

In relationship to those served, ACPE **members**:

- 101.1 affirm and respect the human dignity and individual worth of each person.
- 101.2 do not discriminate against anyone because of race, gender, age, faith group, national origin, sexual orientation, or disability.
- 101.3 respect the integrity and welfare of those served or supervised, refraining from disparagement and avoiding emotional exploitation, **sexual exploitation**, or any other kind of exploitation.
- 101.4 approach the religious convictions of a person, group and/or CPE **student** with respect and sensitivity; avoid the imposition of their theology or cultural values on those served or supervised.
- 101.5 respect confidentiality to the extent permitted by law, regulations or other applicable rules.
- 101.6 follow nationally established guidelines in the design of research involving human subjects and gain approval from a recognized institutional review board before conducting such research.

#### Standard 102

In relation to other groups, ACPE **members**:

- 102.1 maintain good standing in their faith group.
- 102.2 abide by the professional practice and/or teaching **standards** of the state, the community and the institution in which they are employed. If, for any reason they are not free to practice or teach according to conscience, they shall notify the employer and ACPE through the regional director.
- 102.3 maintain professional relationships with other persons in the **ACPE center**, institution in which employed and/or the community.

## IV POLICIES & PROCEDURES

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

### **Standard 103**

In relation to ACPE, **members**:

- 103.1 continue professional education and growth, including participation in the meetings and affairs of ACPE.
- 103.2 avoid using knowledge, position or professional association to secure unfair personal advantage; do not knowingly permit their services to be used by others for purposes inconsistent with the ethical **standards** of ACPE; or use affiliation with ACPE for purposes that are not consistent with ACPE **standards**.
- 103.3 speak on behalf of ACPE or represent the official position of ACPE only as authorized by the ACPE governing body.
- 103.4 do not make intentionally false, misleading or incomplete statements about their work or ethical behavior when questioned by colleagues.

### **Standard 104**

In collegial relationships, ACPE **members**:

- 104.1 respect the integrity and welfare of colleagues; maintain professional relationships on a professional basis, refraining from disparagement and avoiding emotional, sexual or any other kind of exploitation.
- 104.2 take collegial and responsible action when concerns about incompetence, **impairment** or misconduct arise.

### **Standard 105**

In conducting business matters, ACPE **members**:

- 105.1 carry out administrative responsibilities in a timely and professional manner.
- 105.2 implement sound fiscal practices, maintain accurate financial records and protect the integrity of funds entrusted to their care.
- 105.3 distinguish private opinions from those of ACPE, their faith group or profession in all publicity, public announcements or publications.
- 105.4 accurately describe the **ACPE center**, its pastoral services and educational programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications advertising a center's programs shall include the type(s) and level(s) of education offered, and the ACPE address, telephone number and website address.
- 105.5 accurately describe program expectations, including time requirements, in the **admissions** process for **CPE programs**.

## IV POLICIES & PROCEDURES

### **304.8 - STUDENT RIGHTS AND RESPONSIBILITIES**

#### **STUDENT RIGHTS**

Students participating in the accredited ACPE learning processes occurring in this ACPE Program shall have the right to:

- A. An orientation process.
- B. A student handbook.
- C. A learning contract negotiated with primary supervisor.
- D. Access to a population that provides significant opportunity for ministry and learning.
- E. Access to interdisciplinary educational resources.
- F. Protection of his/her professional privacy, through confidential protection of conversations by supervisors, peers and interdisciplinary mentors.
- G. Supervision and evaluation by a certified ACPE Supervisor, Associate Supervisor or Supervisor-in-Training.
- H. A written evaluation report within 45 days of completion of the unit.
- I. Access to and use of the complaint/mediation/grievance process as specified by the Center Complaint Policy and Procedure and the current *ACPE Standards*.
- J. Access to library and other educational facilities. (Standard 303.6)

#### **STUDENT RESPONSIBILITIES:**

Students shall take responsibility to perform such duties as acceptance contracts delineate. This shall include, but not be limited to:

- A. The delivery of professional services to assigned institutional populations.
- B. The negotiation with peers and supervisor of a learning contract for each unit of ACPE.
- C. The protection of peer and patient rights, including maintenance of privacy in reference to person [*diagnosis, treatment plans, etc.*] and other personal information.
- D. Active and appropriate participation in his/her clinical learning experience.
- E. Other ACPE Resident Responsibilities as specified in the contract found on pages 20-21 of this section.

In addition, all students are accountable to the general employee policies of the medical center as described in the St. Vincent Charity Medical Center/Saint John Medical Center Handbook in the ACPE Supervisor's and Department Offices.

## IV POLICIES & PROCEDURES

### **308.8 - POLICY STATEMENT REGARDING SUPERVISOR'S EVALUATIONS**

The ACPE Supervisor will furnish a written evaluation of each student and his/her progress for every unit of CPE. This evaluation will be completed and reviewed with each student no later than forty-five days after the end of the ACPE unit. (Standard 308.8.1)

### **304.10 - POLICY STATEMENT REGARDING COMPLETION OF THE TRAINING UNIT WHEN A SUPERVISOR LEAVES**

It is our intention to fulfill the contractual arrangements with the students as required by the Standards of ACPE.

In the event that the present ACPE supervisor is unable to complete a training unit in progress, one of the supervisory staff will complete the unit of training. If a staff supervisor is not available, SCHS will make every effort to obtain the services of another ACPE supervisor to complete the unit. This will include contacting the national and regional offices of ACPE and advertising in the appropriate professional vehicles in order to obtain the services of a qualified person to complete the training unit.

### **101.2 - POLICY OF NON-DISCRIMINATION**

Discrimination because of race, age, sex, color, sexual orientation, religion, national origin or qualified handicap is prohibited. This prohibition is to be enforced as provided in local, state, or federal law. This program does not discriminate against students or potential students.

### **101.3 - POLICY AGAINST SEXUAL HARRASSMENT**

This program and the system do not permit or condone sexual harassment of its students or employees. This includes the following conduct: unwanted sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Students have the right to use the confidential complaint procedure of this center, ACPE or the partnership in order to address such alleged behavior. Any staff member of student of the ACPE program who violates this policy may be disciplined and/or terminated.

### **301.3 – COMMITMENT TO STUDENTS IN A TIME OF INSTITUTIONAL CHANGE**

It is our intention to fulfill the contractual arrangements with the students as required by the Standards of the ACPE.

In the event of a significant institutional change, this ACPE Program will make every effort to help students complete their educational goals at another center. This will include contacting the national and regional offices of ACPE and networking with other ACPE centers.

## IV POLICIES & PROCEDURES

### **ROOM AND BOARD POLICIES**

This center provides referral to various housing and rental properties upon the request of the student. As employees, paid residents pay for their own meals.

Extended Chaplains which are interns do not receive pay and are considered medical center volunteers. As medical center volunteers, extended students are given a discount for their meals. The exact nature of the discount is determined annually by the medical center and the extended students will be informed of the discount during volunteer orientation.

## IV POLICIES & PROCEDURES

### **304.9 AGREEMENT FOR CLINICAL TRAINING**

ACPE is conducted as an “education for ministry experience.” This document and acceptance into SCHS ACPE Program authorizes you to visit patients as a Chaplain Resident/Intern. It further entitles you to be informed of their situation (physically, spiritually, emotionally, psychologically, and sociologically) and to write materials that would be most beneficial to your educational process based on your visits under the direct supervision of an assigned ACPE Supervisor, Associate Supervisor, or Supervisor-in-Training. Confidentiality is basic to professionalism and any communication regarding patients outside our professional treatment and/or training circles is prohibited, except as required for the safety of patients, families or others. Breach of this standard of professional confidentiality is determined by the medical center management and may result in your immediate termination.

Intern/Resident Initials: \_\_\_\_\_

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

Intern/Resident Initials: \_\_\_\_\_

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

Intern/Resident Initials: \_\_\_\_\_

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

Intern/Resident Initials: \_\_\_\_\_

#### IV POLICIES & PROCEDURES

You understand that each unit's tuition is \$450 for each unit and must be paid by the first (1<sup>st</sup>) working day of each unit unless otherwise negotiated and agreed to, in writing, by your assigned supervisor and the Director of Pastoral Care. Failure to pay in full the tuition will result in withholding of ACPE credit for the unit of training until payment-in-full is made, and may result in your being denied admission to any future unit of ACPE.

Intern/Resident Initials: \_\_\_\_\_

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

Intern/Resident Initials: \_\_\_\_\_

I agree to video or audiotaping of my individual or group sessions. They will be used for educational purposes only and will not be available to others without my written consent. I understand that I may request the termination of taping at any time. The tapes may be kept on file for a period of not longer than one (1) year and then will be destroyed.

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

\_\_\_\_\_  
Signature of Chaplain Resident/Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of ACPE Supervisor

\_\_\_\_\_  
Date

## IV POLICIES & PROCEDURES

### **CHAPLAIN RESIDENT BENEFITS & RESPONSIBILITIES**

The position of Chaplain Resident at this ACPE Program is a position of employment within the larger institution. It carries with it the basic responsibility of providing pastoral care to patients, families and staff within assigned areas. This service forms the context in which further professional education for ministry takes place under the supervision of an ACPE-certified Supervisor. The Chaplain Resident is recognized as an integral part of the pastoral care program, as well as a professional continuing to develop pastoral competence. There are a number of ways in which this recognition takes shape.

#### **BENEFITS:**

1. The Resident will be paid a salary of \$25,000 subject to state and federal withholdings. If ordained, the Resident may request that up to 100% of the salary can be designated as “Clergy Housing Allowance.”
2. Health care coverage is provided through SCHS. The Full-Time Paid residents pay a portion of the costs, the major portion of which is provided by the medical center. The premiums for insurance are deducted **each pay period.** Each year a number of plans are offered and students are free to choose the best program for their situation or to decline coverage. For information about the current health care, dental and eye programs please contact the Human Resources Department at St. Vincent Charity Medical Center. This information is covered in new employee orientation for the full-time ACPE Residents only. As volunteers no benefits are offered to the interns or extended students.
3. The leave policies are for 23 paid days off that include 7 holidays (New Years Day, Good Friday, Memorial Day, July 4, Labor Day, Thanksgiving, Christmas). Up to one day (Monday only) may be taken off the day following a weekend on-call. \*All leave and compensatory time needs to be cleared with the ACPE Supervisor and negotiated with departmental staff (to ensure adequate pastoral coverage).
4. Vacation and sick time are accrued under the medical center PTO plan.

IV POLICIES & PROCEDURES

**RESPONSIBILITIES:**

1. A normal workweek of 40 hours, generally Monday-Friday, 8:00 a.m. to 5:00 p.m. Any changes in the schedule must be negotiated with the supervisor.
2. Serving as on-call chaplain in rotation with peers from 4:00 p.m. until 9:00 p.m. Monday through Friday. Occasional, Saturday and Sunday on-call duties take place from 8:00 a.m. through 9:00 p.m. The Saturday and Sunday on-call responsibility requires that the chaplain be within 30 minutes response time from the medical center during the respective shift. There is an on-call room at the medical center and students may stay when on-call at St. Vincent Charity Medical Center or by special arrangement. The 9:00 p.m. – 8:00 a.m. night on-call is coordinated by the Roman Catholic priest-chaplain and the Roman Catholic priest student at St. Vincent Charity Medical Center.
3. A minimum of 30 hours weekly in direct pastoral care to patients, families, and staff, with the remainder of the program time devoted to group seminars and supervision, directed study, etc.
4. A systematic compiling and submission of pastoral care data for departmental reports.
5. Planning and leading worship or evening or morning prayer.
6. On time attendance and participation in all scheduled training experiences, e.g., seminars, supervisory conferences. Requests for time off must be in writing.
7. Payment of all fees as specified in fee schedule.
8. Clothing and personal appearance of the chaplain student should be appropriate to the dignity of one's role and function within the institution. ID badges must be worn while on duty.
9. All written assignments are to be completed by the student and submitted on time.

\*\*\*\*\*

Having read and understood the benefits and responsibilities of the Chaplain Resident program at SCHS, I \_\_\_\_\_ DO accept or \_\_\_\_\_ DO NOT accept the offer of a position in this program for 2008 – 2009. If accepting, I enclose a check for \$100.00 as a non-refundable deposit on my first unit's tuition.

\_\_\_\_\_  
Resident Student Name (please print)

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Resident Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Senior Vice-President of Mission and Ministry

\_\_\_\_\_  
Date

\_\_\_\_\_  
Financial Representative of SCHS

\_\_\_\_\_  
Date