The Institute for Clinical Pastoral Training

Student Manual
This manual is produced as a reference guide for the students of ICPT. It is provided to each student when they enroll and it is expected that the student will follow the guidelines herein.

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1. The Institute for Clinical Pastoral Education Mission Statement

The Institute for Clinical Pastoral Education (ICPT) endeavors to maintain and demonstrate the highest level of effective professional formation in various ministry environments. Our mission is to emphasize professional growth in ministry and protect the dignity of our trainees and those they encounter in ministry service. ICPT offers Clinical Pastoral Education (CPE) to a wide range of individuals with differing religious beliefs and traditions. It is intentional that we treat each student trainee with respect and acceptance in the context of their own religious traditions. It is our goal to allow each trainee to grow within chaplaincy ministry and service to others consistent with these beliefs and traditions. Our desire is to provide personal and professional integration of peer-group feedback through CPE, in varied clinical settings.

2. Clinical Pastoral Education

A. The Learning Environment

Our CPE program emphasizes professional growth in ministry and protects the dignity of trainees. The curriculum is designed for the professional education of persons seeking to learn pastoral care ministry in the context of all ministry settings.

The curriculum includes the content of didactic presentations and processes, by which the trainees gain knowledge, develop pastoral skills and evaluate the values that form their ministry. Case studies to allow our students to interact with each other in “gifting” to develop their clinical skills, and weekly reflections of their ministry experience (shared with their supervisor during the weekly supervision).

Our educational method is based on the action/reflection model of learning that tests theory in the light of experience. This means experience becomes the trainee’s teacher. Each person enters CPE with a certain amount of life experience and education. The learning process begins with the experience of the trainee and his/her reflection on ministry in terms of theological or relational issues perceived by the trainee. We can neither anticipate nor plan for the way the context provides experiences for trainees. These real-life encounters may challenge or confirm the worldview or belief system of trainees. With reflection, pastoral skills, and insights are reformulated based on experience and the process of acting and learning begins anew. In our experience, these learning experiences often accelerate the engagement of the trainee with the supervisor and support a learning alliance between supervisor and trainee. Experience of both the planned and unplanned curriculum becomes the activity that gives impetus to reflection and growth. Our goal is for trainees to develop their ability to self-supervise.

B. Placement of Students

Students are responsible for finding an appropriate clinical site. This may be, but is not limited, to hospitals, hospice facilities, their own places of ministries (in the case of pastors, deacons, etc. that serve in a parish), corporate entities, military chaplaincy, etc. As stated later in this manual ICPT requires a total of 400 hours per unit of training. This is a combination of clinical hours (paid or volunteer) and the hours required for “class time” (which includes all aspects of the training unit).
C. Curriculum
The CPE Curriculum is broken down into two designations, Basic and Advanced Levels. The CPE objective focuses on the following areas: pastoral formation, pastoral competence, and pastoral reflection. In Basic CPE, trainees do fundamental work in these three areas. An early question might be, “Am I called to be a minister?” or “What ministry fits best for me?”

These questions are often present in a trainee before they begin to minister to individuals and families. CPE’s focus on action/reflection helps the trainee to reflect about these questions as they minister to individuals and families and then reflect upon their experience with their peers and supervisor. Transparency about one’s questions and openness to learning from ministry are vital to the trainee addressing issues of formation.

Advanced CPE emphasizes integration of the learning begun in earlier units of training. While there is a sense in which any of us is always working on or revisiting the fundamentals, there comes a time when the foundational questions have been answered and the trainee looks at developing his/her pastoral identity by integrating the experiences, didactic presentations, personal history and theology. This increasingly becomes the focus in the Advanced Level.

The above description illustrates how beginning trainees are guided by Basic Level outcomes and how the emphasis shifts for trainees working on Advanced Level outcomes. Greater attention is given to the formational questions of pastoral formation in Basic Level CPE. In Advance Level CPE, the learning focus shifts to pastoral competence. This requires trainees to develop a habit of awareness about oneself, one’s experiences, and one’s theology. In both Basic and Advanced Level CPE, processing about one’s ministry experience, pastoral reflection, is vital.

3. Policies and Procedures

A. Admission Policy
We accept applications for admission without regard to race, gender, faith, ethnicity, or any other legally protected status. The prospective student is advised that CPE with ICPT is from an inter-faith perspective and as such, may not agree with the student’s theological world-view.

B. Purpose
To produce ministers who operate by the professional and ethical standards of the Association of Certified Christian Chaplains, the Spiritual Care Association, other cognate groups, and the student’s place of ministry.

C. General Requirements
1. The applicants must be willing to adhere to their own faith tradition and be willing to learn with those of faith traditions other than their own.
2. Applicants must possess the ability to minister to persons in various emotional states. They must be willing to learn from others and communicate effectively to those who possess different values without proselytizing or evangelizing.
3. Applicants must be able to read, write, speak, and understand English.
4. Applicants must have his/her own transportation to/from unit sessions (if applicable) and their place of ministry. They must adhere to the policies and procedures at their place of ministry including, but not limited to, working in smoke free environment.

5. Students are required to complete a total of 400 hours per CPE unit. This is broken down into a minimum of 300 clinical hours and 100 ancillary hours. (That is, hours spent writing case/studies, reflections, in supervision, discussions with their peers (either in person or via e-mail, book reading/reviews, etc.).

D. Educational Requirements

1. Clinical Pastoral Education is a college-level educational experience and as such, prospective students should have, at minimum, a high school diploma, (or equivalent). College experience is preferred. Students should be advised that ICPT does not provide a guarantee of any type regarding employment. Employers engaging chaplains simply list CPE one of many requirements for employment and students are responsible for obtaining those requirements.

1 CPE as facilitated by ICPT uses the action/reflection process of education. As such, prospective students should familiarize themselves with that process and have the ability to participate in such learning.

2 Students must establish a learning contract with their supervisor and use the items in that contract throughout their CPE unit.

E. Admission Procedures

New Students

1 Obtain an application form from our website (http://www.clinicalpastoraled.org/application.html). Fill it out completely. Attach any required documentation. Submit it to the office of the Registrar (application@clinicalpastoraled.org) (preferred) or mail it to the association offices. Do not rely on anyone to carry it for you, as things tend to go missing. Incomplete application will not be processed and will be returned.

2 Submit the required application fee via the payment link on the application page (preferred), bank check, bank “bill pay” service, or money order. Cash or telephone payments will not be accepted. Applications will not be processed without this fee. The application fee is non-refundable and will be applied to the total tuition due.

3 The applicant’s application will be reviewed and an admission interview scheduled. If accepted, the applicant will receive an acceptance letter from the Registrar.

4 Tuition must be paid, in full, prior to the start of the unit unless other arrangements have been made. (See the section labeled “Tuition and Fees”.)

Returning Students

1 Students are automatically enrolled in the next unit unless they have:
   a Completed four (4) units; or
   b Notified their supervisor and the office of the registrar that they are not returning
2 Tuition must be paid, in full, prior to the start of the unit unless other arrangements have been made. (See the section labeled “Tuition and Fees”.)

All other students must apply as a “New Student”.

**N.B.: Students are responsible for letting the Administrator know of any changes to contact information within 5 days of such change. Failure to do so may result in missed communications.**

**Tuition and Fees**
Effective 1 November 2016

1. Application Fee (one-time, non-refundable) ................................................................. $75.00
2. Full Tuition (standard unit) ............................................................................................. $600.00
3. Full Tuition (evidence-based unit) ................................................................................ $900.00
4. Late Tuition ..................................................................................................................... $35.00
5. Returned Check (any reason) ............... $50.00
6. Certificate Replacement ................................................. $50.00

The application fee is non-refundable.

Tuition is due and payable, in full, upon receipt of the acceptance letter.

Tuition payment arrangements are applied for using the “Tuition Assistance” form found on our website CPE application page.

Tuition may be paid by one of the following ways:

7. by credit/debit card by using “Pay Now” link found on our application web page (preferred).
6. by personal/corporate check/money order mailed or delivered to the association office;
5. by your bank’s “Bill Pay” system; or
4. by any one of a number of Peer-to-Peer payment systems (such as PopMail™, PayPal™, etc.).

Cash, post-dated checks, and telephone payments will not be accepted. Post-dated checks will be returned.

**Refund Policy**

Tuition refunds for withdrawal will be provided via the following schedule:

The Institute for Clinical Pastoral Training (ICPT) has developed this refund policy to clearly identify the refund due in the event that the student cancels, withdraws, or is terminated from the program or if ICPT cancels a particular class.

**Definitions**

1. ICPT Cancellation—ICPT cancels a class prior to the projected start date.
5. Student cancellation—the student does not begin class or submit any class required documentation.
6. Student withdrawal
7. On-site unit—the student will be considered withdrawn if the student does not attend two (2) consecutive classes or does not submit two (2) consecutive assignments sessions without contacting their supervisor.

8. On-line unit—the student will be considered withdrawn if the student does not submit two (2) consecutive required assignments, misses two (2) consecutive supervisory sessions, or is without contact for more than two (2) consecutive weeks.

9. Student Termination—ICPT terminates the student for cause.

10. Last Day of Attendance (LDA)—the last day the student has submitted a required assignment, participated in a supervisory session, or participated in a forum board.

11. Date of Determination (DOD)—the date the Tuition Refund Worksheet is prepared.

Refunds

1. Rejection of Applicant: If an applicant is rejected for enrollment by an institution a full refund of all monies will be paid to the applicant, less a maximum application fee of $50.00.

12. Program Cancellation: If ICPT cancels a program subsequent to the student’s enrollment, all monies paid will be refunded to the student.

13. Cancellation prior to the start of class or No Show: If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-show), all monies paid will be refunded, less an application fee of $50.00.

Withdrawal or Termination After the Start of a Unit

1. Refund amounts will be based on the student’s last date of attendance (LDA). A day of attendance is either:

14. On-site unit—the day a student either submitted a required class document, or participated in a peer group session, or participated in a supervisory session; whichever is later.

15. On-line unit—the day a student last posted in the group forum, submitted a required class document, or participated in a supervisory session; whichever is later.

16. First week of the unit (start date + 7 days)—The student will be refunded 90% of the tuition paid as calculated on the Tuition Refund Worksheet.

17. From the beginning of the second week (day 8) through the end of the sixth week (day 42)—The refund will be calculated using a pro rata portion of the tuition due for the unit plus 10% of the unearned tuition for an administrative fee. The calculation will be via the Tuition Refund Worksheet.

18. After the sixth week (day 43 forward)—there is no refund. The full tuition is retained by ICPT and the student is responsible for any unpaid portion.

19. Refunds will be processed, via check, no later than 45 days from the DOD and sent to the address on file for the student.

4. The CPE Unit

Each CPE unit will be a unique experience to each student. The CPE process is designed to guide the student through knowledge-of-self through various means.

There are three (3) types of CPE units; basic, advanced, and evidence-based. Advanced units may be taken after successful completion of a minimum of two (2) basic units. Advanced units require a research paper to be written on the subject of the advanced unit as described below and
for the student’s clinical hours to be completed in that area (e.g. hospice/palliative care, trauma, critical care, mental health, etc.). This paper is in addition to all other basic unit requirements.

The evidence-based unit includes modules provided by the Spiritual Care Association (SCA). There is a total of nine (9) modules over the four units. The modules assigned for the unit must be completed for credit to be awarded. The modules replace book reviews and didactic presentations.

Each unit is twelve (12) weeks in length. There is provision for an extended unit of twenty-four (24) weeks. That allows the student more time to complete the clinical hours portion of the unit. The extended unit has the exact same requirements as the 12-week unit except for the reflections requirement. Reflections must be submitted on a weekly basis so 24 reflections are required. Extended units must be approved by the Admissions Board.

A special category exists for those wishing to enter the CPE Supervisor track. That is the Associate Supervisor-in-Training (ASIT). This category is an advanced unit but does not require a research paper. Instead, the candidate will “supervise” one or two students in his/her current unit under the tutelage of the unit supervisor/supervisor-in-training. Completion of a minimum of two (2) ASIT units will make the student eligible to apply for Supervisor-in-Training as designated in the APCC Standards Manual.

A. Forum Board
On-line students will use a forum board (apcchaplain.proboards.com) to interact with their peer-group. The instructions for registering an account will be sent to the students as part of their acceptance packet. The student is expected to register for the board within 5 days of receiving their acceptance packet.

Approximately one-week prior to the start of the unit, the student will be assigned to their group. The group supervisor will provide a syllabus for the unit.

Items that get posted to the forum board are:
1. Introductions;
2. those case studies assigned as shared;
3. responses to the case studies posted;
4. book reviews;
5. didactic discussions; and
6. general CPE discussion.

All items posted are also e-mailed to your supervisor(s) and the Registrar (registrar@clinicalpastoraled.org).

B. The Learning Contract
The learning contract is a contract between the trainee and his/her supervisor. It lays out clearly what you need/want your CPE experience to be.

Keep your goals reasonable. A good learning contract will contain between three and five items. Learning goals are personal. They should be goals that are important to you both professionally and personally and that will help you grow in your ministry.

Some questions to consider to assist you in drafting your contract are (but are not limited to):
1 What do I want/need to learn?
2 What will help me learn this?
3 How will I know when I have learned this?
4 Good well-written learning objectives are written with the following in mind:
   5 state your objective positively (“I will …” not “I might …” or “I hope…”);
   6 make sure your goal is realistic (e.g. obtainable);
   7 your goal must be slanted toward your behavior(s), not someone else’s; and
   8 determine a way to measure the success (or failure) of your goal;

Over the course of your unit, you may find the need to adjust your goals. This is perfectly acceptable but must be discussed with your supervisor first.

Once you have completed your learning contract, sign it and send it to your supervisor(s). He/She will discuss it with you during your first supervisory session. Use this as a guide for the mid/final unit evaluations.

A copy of the learning contract form may be found in the appendix of this manual.

C. Enrollment Agreement
If you have not already signed the enrollment agreement, the agreement must be filled out and sent to the CPE Registrar (registrar@clinicalpastoraled.org) prior to the start of your unit. The enrollment agreement may be found in the appendix of this manual.

D. Orientation Paper
The orientation paper is a short (2 pages) theologically based paper that discusses your position on one of the following:
   1 a theology of person;
   2 how do you picture and talk about illness;
   3 how you picture human suffering especially among the innocent;
   4 how do you picture pain and destruction; or
   5 a subject of your own choosing in discussion with your supervisor.
   6 Send this to your supervisor(s).

E. Reflections
There are 12 reflections due during the course of a unit holidays, vacations, etc. notwithstanding. There is always something to reflect on.

You will reflect on what you have experienced, learned, and thought about (with regard to your ministry and CPE) during the previous week.

Reflections are generally one (but no more than two) pages in length and are submitted to your supervisor(s).

Some things to think about when you are writing your reflections are:
1. significant events that have occurred;
   a. with self
   b. with patients
   c. with peers
   d. with your supervisor

1. how you are doing with regard to your learning contract and CPE objectives; and

2. significant learning events in your personal and professional life.

**F. Case Studies**

Your case studies are interactions between you and your patient (counselee). They are meant to help you understand your strengths and weaknesses in your visits. Six case studies are due during the course of the unit. All case studies are submitted to your supervisor(s) who will “gift” you (give you feedback). During the course of the unit you will turn in 6 case studies and, of those, present 2-3 case studies to your entire group (long-distance students simply e-mail the case study to the group). The group will then “gift” you based on your study. In the long-distance setting, you are required to respond at least 3 times to each case study presented to the group.

Case studies are written in a specific format a copy of which can be found in the appendix of this manual. Case studies are submitted to your supervisor(s). Students in on-line units will also post these to the forum board as assigned.

**G. Didactics**

From time to time during the course of the unit, you may be required to participate in a didactic (lecture) session. The didactics are pure learning experiences designed to enhance the clinical side of your ministry. They cover a wide range of topics.

**H. Book Reviews**

You will be required to read and review several books during your unit. The number and the actual books themselves are decided by your supervisor. We have provided a list of the more common ones in the appendix of this manual along with a suggested format.

Submit your book reviews to your supervisor(s).

**I. Evidence-Based Modules**

Evidence-based units will replace the book reviews and didactic submissions. Each unit is assigned between 2 and 4 modules to complete. These modules must be completed within the time period of the unit.

**J. Research Paper**

The research paper is applies to the advance unit student. It is a paper of thesis length reflects the student’s “specialty” (e.g. trauma/emergency room chaplaincy, palliative care chaplaincy, prison chaplaincy, etc.) The paper is due prior to the last week of the unit and be distributed to the members of the unit for comment and submitted to your supervisor(s).
K. Supervision
Each student is responsible for scheduling a weekly supervision meeting with his/her supervisor. On-site students will meet in person, long distance students will meet by telephone or other current technology such as Skype™.

The weekly supervision meetings are a way for you to discuss, one-on-one, with your supervisor any concerns you have, how you are progressing with your learning contract, your reflection, etc. All supervisory meetings are held in the strictest confidence so what you discuss with your supervisor is between the two of you and no one else.

L. Mid-Unit/Final Evaluations
Each student must complete two evaluations during the course of his/her unit. The first is due at week 6 (mid-unit) and the second is due at week 12 (final-unit). The peer review portion of the evaluation shall be shared with the members of the unit. The evaluation is in a specific format and is available in the appendix of this manual. Submit the evaluations to your supervisor(s).

M. Clinical Hours
You are responsible for completing a minimum of 300 hours of clinical ministry during the course of your unit. Clinical hours may be completed at your current place of ministry (if you are currently employed as a Chaplain or Pastor of a church), or any number of institutions including but not limited to; hospitals, hospice houses, corporate settings, prison systems, skilled nursing facilities, nursing homes, assisted living facilities, and community services. Your hours may be paid or volunteer.

Each student is responsible for keeping track of these hours on the “Student Clinical Hours” form provided in the appendix of this manual and having this form signed by the supervisor at your clinical site. The form is then sent to your supervisor(s) for verification.

The balance of the 400 hours is expected to come from the completion of the requirements listed above (e.g. all the time spent reading, writing, and in supervision). Since there is no way this can be measured or verified, APCC will accept your word as a Christian that you have fulfilled this part of the requirement.

N.B.: Failure to complete the required clinical hours will be cause for credit for the unit to be withheld.

5. Standards for Clinical Pastoral Education

A. Program Standards
CPE Program Standards consist of the following:

1. clinical hours – the unit consists of no less than 400 total hours of supervised learning for a unit of CPE. This includes at least 300 hours of clinical practice and 100 hours of learning in the CPE unit setting;
2. the practice of ministry – to a variety of persons in a variety of situations;
3. pastoral supervision – weekly (at minimum) by a certified ICPT supervisor or a supervisor-in-training who is directly supervised by a certified ICPT supervisor;
4. reporting – detailed reporting and evaluation of your ministry;

5. peer group – participation in a peer group of sufficient size to allow for a variety of creative inter-personal relationships that facilitate personal and professional growth and learning;

6. didactic instruction – to aid in the understanding of a person’s needs and the variety of ways to minister to that person with an eye toward increasing theological understanding and knowledge of the behavioral sciences within personal and pastoral functioning;

7. curriculum – a curriculum that enables the student to meet the objectives of the CPE program and takes into consideration the needs of the students with regard to their interests, growth, and learning capabilities, and areas of specialization;

8. evaluations – both a mid-unit and final evaluation of the student’s experience by the student and a final evaluation of the student by the instructor;

9. review of records – students and faculty may review their records upon written request to the Office of the Registrar; and

10. records retention – physical records will be maintained for a period of 5 years from the date of withdrawal, electronic records will be maintained indefinitely.

B. Admission

Admission to the Clinical Pastoral Education Program of the Institute of Clinical Pastoral Training is based on judgment by the ICPT Admissions Board (the Board) and requires the following (any of which may be waived by the Board):

1. a completed application;

2. submission of the non-refundable application fee;

3. an admissions interview with a member of the Board for the initial unit of CPE that determines the applicant’s readiness for clinical learning; and

4. a high school diploma.

C. Program Objectives

The Clinical Pastoral Education program seeks to fulfill the following objectives:

1. To develop the ability to make use of the clinical process and the clinical method of learning that includes the formation of clinical data, the ability to receive and utilize feedback and consultation, and to make creative use of supervision;

5. to develop the self as a work in progress and to cultivate the understanding of the self as the principle tool in pastoral care and counseling including the ability to reflect and interpret one’s life story both psychologically and theologically;

6. to demonstrate basic care and counseling skills including listening, empathy, reflection, analysis of problems, conflict resolution, theological reflection, and the demonstration of a critical eye so as to examine and evaluate human behavior and religious symbols for their meaning and significance;
7 to demonstrate the ability to establish a pastoral bond with persons and groups in various life situations and crisis circumstances;
8 to demonstrate the ability to make a pastoral diagnosis with special reference to the nature and quality of religious values;
9 to demonstrate the ability to provide a critical analysis of one’s own religious tradition;
10 to demonstrate an understanding of the dynamics of group behavior and the variety of group experiences, and to utilize the support, clarification, and confrontation of the peer group for the integration of personal attributes and pastoral functioning;
11 to demonstrate the ability to communicate and engage in ministry across cultural boundaries;
12 to demonstrate the ability to use individual supervision for personal and professional growth and to develop the capacity to evaluate one’s ministry;
13 to demonstrate the ability to work as a pastoral member on an inter-disciplinary team;
14 to develop the ability to make effective use of the behavioral sciences in pastoral ministry;
15 to demonstrate increasing leadership ability and pastoral authority;
16 to demonstrate familiarity with the basic literature of the field including clinical, behavioral, and theological documents.

6. Professional Ethics
All ACCC certified and non-certified members and ICPT students are required to maintain the highest level of personal, professional, moral, and ethical standards in both their personal and professional lives.

When moral and or ethical standards of such person are called into question, the ACCC National Board will meet to engage the person against whom the complaint is made in accordance with the previously listed procedure. These procedures are meant to be redemptive, educational, and problem solving in their intent and nature. However, disciplinary procedures may be initiated.

A. Respect
The Association of Certified Christian Chaplains and the Institute for Clinical Pastoral Training believe that all whom we encounter deserve respect for their beliefs. Therefore, members, students, chaplains, and supervisors will, at all times, not:

1 discriminate on the basis of race, gender, age, religious beliefs, ethnicity, cultural background, or any other legally protected status;
2 proselytize or impose their particular theology on others;
3 exploit relationships or use relationships to their own advantage including but not limited to emotional, sexual, financial, or social gain ends;
4 disclose any information regarding records, evaluations, personal notes, and conversations with regard to ministry to our charges and between ourselves regarding our ministry;
B. Commitment
ACCC/ICPT members, students, chaplains, and supervisors will maintain their commitments and remain in good standing with this association, their faith group, endorsing/licensing agency, and employer(s).

Any reports of impairment, incompetence, or behavioral issues will be taken seriously. All reports of such behavior are to be directed to the ACCC National Board.

C. Professionalism
ACCC/ICPT members will act professionally at all times both in their ministry and personal life. They will constantly strive for personal and professional growth using any resources available to them. Including but not limited to the ACCC annual conference, attendance at didactics regarding pastoral care and ministry, and resources for spiritual and religious well-being.

D. Professional Practice
1. ACCC/ICPT members and students will represent their qualifications truthfully and correctly; limiting their practice only to their level and area of certification and/or specialization.

2. ACCC/ICPT members and students will keep accurate training records, provide correct and updated information in publishing, and make timely and accurate responses to inquiries.

3. ACCC/ICPT members and students will follow national established guidelines in the design of research projects and gain approval from the ACCC National Board and the appropriate institutional review board(s) before commencing their research.

4. ACCC/ICPT members and students have complete freedom to share their private and public opinions as long as they distinguish them clearly from those positions and opinions held by ACCC and ICPT.

E. Ethics Complaint Protocol

Complaint Procedure
1. Any person with an ethical complaint against a member, student, chaplain, supervisor, or counselor either certified by ACCC or is a member or associate member of ACCC shall inform the ACCC National Board in writing stating the exact nature of the complaint, the individual(s) against whom the complaint is made, and when the alleged event took place.

2. The National Board of the Institute for Clinical Pastoral Training shall first review the grounds of the complaint to determine if the complaint has merit. If the National Board believes a complaint has merit the process shall continue. If not, the person or persons initiating the complaint shall be informed in a timely fashion, by the National Board—in writing—of that decision including the reason(s) for the decision;

3. The ICPT National Board will interview the person(s) against whom the complaint is made to determine the details of the complaint and to give that person/those persons an opportunity to respond to the allegations.

4. The ICPT National Board will then meet to determine the outcome of the complaint and all parties will be notified of the decision. The decision of the National Board is final and may include any methods available to them.
7. Appendix

A. Learning Contract
For each of the goals stated in the learning contract use the following guidelines:

1. Identify what you want to learn to improve your pastoral care.

2. The following are suggested self-evaluation areas that may be utilized in developing your learning contract. These are based on the stated goals of CPE. They are focused on the supervised practice of ministry. Evaluate the following for yourself and develop a learning contract of both professional and personal learning:
   - Your strengths and weaknesses in your ministry;
   - Your awareness of the ways in which your ministry affects others;
   - Your understanding of the clinical method of learning;
   - How you utilize the support, confrontation, and clarification of your peers;
   - Your awareness and perception of how your values, attitudes and assumptions affect your ministry;
   - How you evaluate your communication and listening skills

It is extremely important that you take your time in creating your goals and that your goals are both attainable and measurable.

An editable copy of the format below is provided in your acceptance packet.

Format

ICPT Learning Contract

I, ______________________, agree to work on the following, in so far as it is possible, with my peers, my CPE Supervisor, and in my written work.

Personal Learning

Professional Learning

_______________________________  _________________________________
Student                          Date

_______________________________
Supervisor

Here is an example of a learning contract presented by an actual ICPT student. Any identifying information has been changed or removed.

I, John Q. Public, agree to work on the following (be specific as possible) as far as it is possible with my peers, my CPE Supervisor and in my written work.
Personal Learning:

1. Continue to improve my ministry with regard to my “fix-it” fixation. This continues to be a thorn in my side.

Although this unit will be an advanced unit, I will continue to submit case studies for review by my supervisor and peers. This will allow them to gift me with needed criticisms. And allow me to become more transparent.

2. I am still having some issues with impatience. I still find myself looking for and/or planning an exit strategy from my counselees at times. Just the other day I experienced this roadblock to my ministry. A patient was unburdening himself and I thought I was doing a pretty good job of listening but I found myself trying to end the conversation. Our group sessions are how I plan to get this under control.

The group dynamic is the best way to get feedback. It is not or should not be a place to only present case studies and then go home.

We should be able to present problems like this to the group and receive constructive feedback. Only then, can that feedback be processed and change can begin.

Professional Learning:

1. Although I have said this here before, I have finally (through God’s grace and guidance) found a way to complete my education. My goal this unit is to make the time to begin this process and I am extremely excited at the prospect, as this will allow me to obtain a long-term goal.

2. I will continue to improve my knowledge (and by that, my skill) in ministry through reading various works by master’s in the field. There really is no way to measure this except by the observations and comments from my peers.

____________________________________________________
Trainee

____________________________________________________
CPE Supervisor
B. Enrollment Agreement

Date of this Agreement:

1. Student Information

   Student Name:
   Home Street Address:
   City: State: Zip Code:
   Last 4 of Social Security Number: Date of Birth:
   Unit Start Date: Projected “Graduation” Date: (1 year from start date)

2. Understanding

   1. I understand that I am enrolling in Clinical Pastoral Education. This enrollment consists of four (4) units. Each unit is 400 clock hours and is 12-weeks in length (or 24 weeks for the extended unit). The clock hours are broken down as follows:
      a. 300 clock clinical hours – time spent in the practice of chaplaincy.
      b. 100 Classroom hours – classroom hours consist of group meeting time, supervisory sessions, and preparation.

   2. I understand that the units are continuous but that I have the right to withdraw at any time. There is no need to apply for each unit separately.

   3. I understand that I will automatically be placed in the following unit unless:
      a. I have completed the full course of study (4 units); or
      b. I notify my supervisor of my intention not to take additional units.

3. Payments and Fees

   Tuition
   Standard Unit .........................$600.00 (available only to students currently enrolled)
   Evidence-based Unit ....................$900.00 (available to all students)
   Registration Fee ..........................$75.00 (non-refundable)
   Books ..................................Student responsibility – books may be assigned as the instructor wishes.

   Each unit is billed separately and tuition is due, in full, prior to the start of the unit unless payment arrangements have been made. Those students with unpaid tuition will not be permitted to start the unit (except if on a payment plan).

   Payment arrangements may be made by executing a “Tuition Payment Plan Request”. Payment plans must be completed before the last scheduled day of the unit.

   Each unit will be considered as a stand-alone unit with reference to this institution’s tuition refund policy.
Payments will be made by one of the following methods:

- credit card via our secure authorizer. A link can be found at the bottom of our application web page at http://clinicalpastoraled.org/application.html#pay (preferred method);
- personal check;
- bank check;
- money order; or
- your bank “Bill-Pay” system. Checks will be made out to the Institute for Clinical Pastoral Training.

Checks refused by the bank for any reason will incur a $50.00 returned check fee and require payment to be made by one of the other methods.

4. Refunds/Cancellations

Refunds will be processed according to the “Tuition Refund Policy” (Attachment A). This policy becomes part of this document.

5. Buyer’s Right to Cancel

You have the right to cancel this contract within three (3) days of signing. You may cancel verbally or in writing.

You have the right to cancel this contract if you are no longer physically able to complete the unit(s). You may cancel verbally or in writing.

In the event of cancellation under this provision, the stipulations of the “Tuition Refund Policy” will be followed.

6. General Conduct

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. The ICPT National Board determines this breech and may result in your immediate termination from the program.

The material submitted to your assigned supervisor concerning you and your ministry as a Chaplain Trainee 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 materials may also be used by your assigned supervisor with other ICPT Supervisors and other professionals from whom he/she may seek consultation as a part of his/her professional development or as part of research intended to contribute to the field of clinical pastoral education and/or clinical pastoral care. Any use of your materials beyond this center’s professional training circle, unless required by law, is not permitted.
In all of your activities during your Chaplaincy Training, you agree to function professionally and within the Ethical Conduct as contained in the CPE Student Handbook Code of Ethics. A copy of the Standards containing the Code of Professional Ethics in the CPE Student Handbook has been provided to you so that you understand the requirements.

You will be performing clinical hours at a location to be agreed upon by your supervisor. You agree to abide by all policies and procedures of that site.

I agree to the video or audio recording 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 recording at any time.

7. Employment Guaranty and Placement

I understand that ICPT does not provide placement assistance. I agree that obtaining CPE units through ICPT or board certification through the Association of Certified Christian Chaplains does not guarantee a vocational chaplaincy position. CPE and board certification are simply requirements for most institutions. Each institution sets its own requirements and applicants must meet those requirements in order be considered for a position.
8. Agreements and Signatures.

*I have read and understand the Student Manual and agree to the requirements within.*

*I have been provided with and read the current school catalog.*

*This document and any attachments constitute a legal and binding contract once completed and signed by both parties.*

*I have read, understand, and agree to this entire document (including attachments).*

You may sign this document electronically by typing your full name below or signing with pen and ink.

________________________________________  _____________
Student Signature (electronic or standard)  Date (m/d/yyyy)

For the Institute of Clinical Pastoral Training:

________________________________________  _____________
                                          Date (m/d/yyyy)
C. Case Study Format

Chaplain:
Date of Visit:
Ministry Location:
Supervisor:

KNOWN FACTS: include all knowledge about the situation and person prior to your visit. For example age, sex, race, religious preference, affiliation, vocation, education, marriage and family dynamics, medical history, etc. Have you had any previous contact with the person?

PREPARATION: What did you do to prepare for this visit? What precipitated the meeting, who took the initiative, and how was it arranged? What was the purpose of this visit? What were your goals at this time?

OBSERVATIONS: General impressions when you meet with the patient: dress, facial expressions, attitude. How did you greet this person, where did people sit, and what was their body language? What was the meeting place like?

THE VISIT: A written account of what took place as best as you can remember. Indicate both verbal and non-verbal communications that occurred, any silences and pauses, facial expressions, mannerisms, etc. Record your experience as follows:

C= Chaplain, P= ‘patient’

C1: How are you today John?
P1: (Looking Depressed) I’ve been all right, I could do better. In fact, I’m feeling mighty terrible these days.

C2: I’m sorry to hear that. (Pause)
P2- Since my wife left, things just haven’t been right with me nor my family.

ANALYSIS: The purpose of the analysis is to help you understand as a student the dynamics present in the patient, yourself, in relationships, so that you might be able to minister more effectively. This analysis should include:

ANALYSIS OF PERSON: What kind of person is this? What is your overall assessment? What are the theological, psychological, and sociological concerns of the person, as you perceive them?

ANALYSIS OF SELF: In order to be of the best possible help to a person, the chaplain must continually strive to understand his own emotions and religious reactions as well as involvements. Recall in as much detail as possible your own feelings during this visit. Did you accomplish your goals? What might you have done differently? Evaluate the quality of the relationship between the two of you.

TRANSFERENCE/COUNTER-TRANSFERENCE: Counter-transference occurs when the caregiver/minister experiences a projection of his/her feelings and thoughts on the patient/client. For example: A client is being counseled due to thoughts of suicide and in the minister’s family, someone committed suicide. If the minister’s feelings are allowed to “come into play”, this can severely interfere with the patient/client’s ability to be open during the process.
Transference occurs when the patient’s feelings are projected to the caregiver/minister. For example: The patient is speaking about his/her feelings concerning their illness. The minister allows those feelings to cloud his/her judgment and therefore creates a blockage in their ability to minister. Since there is always some type of transference/counter-transference, this section must be included. Statements such as, “none experienced” are not acceptable.

**THEOLOGICAL REFLECTION:** The theological reflection is a paragraph or two reflecting on this specific visit that includes any theological principles involved such as; parallels in scripture or theological literature, worship, or sacraments.

Explain how these principles either interfere with or enhance your own theology and ecclesiastical background.

**CONCLUSION:** Wrap up with any final thoughts of this encounter affected you. How you can become a better minister because of it?

**D. Questions to Facilitate Case Study Analysis**

1. **Analysis**
   a. Did I interrupt?
   b. Did I change the subject?
   c. Did the patient change the subject?
   
   b. **In my responses:**
      a. Did I simple repeat the patient’s words?
      b. Did I rephrase the words?
      c. Did I rephrase the words accurately?
      d. Did I respond to the patient’s emotions?
   
   c. Psychological Environment
      a. Is the person happy, sad, mad, or guilty? (more than 1 or a combination)
      b. What does he/she feel about being in a pastoral conversation?
      c. What is unity about the person’s coping style?
      d. What were the emotional responses?
      e. What is the personality?
      f. What psychological conflicts are present?
   
   d. Sociological Environment
      a. How does the person relate to authority figures?
      b. How does the person relate to family?
      c. How does the person relate to others?
      d. What is the person’s social and economic background?
      e. Do people like this person?
      f. Does the person like people and relate to them well?
      g. How does the person’s cultural/racial background affect worldview?
   
   e. Spiritual Environment
      a. What is the person’s formal religious affiliation?
      b. Does this person talk about his/her faith?
      c. Are there any obvious religious symbols: Bible, prayer book, rosary, etc?
   
   f. etc?
      a. Should I contract a priest or a minister from another denomination or faith group?
   
   g. What indications are there of a personal spirituality?
b. Does the person love nature or beauty?
c. What is the person’s value system?

E. Mid/Final Unit Evaluation

Instructions
1. Taking in consideration the ICPT CPE Objectives, select seven of the Expected Competencies and write a paragraph describing to what degree you have fulfilled the competency to this point. (In the final evaluation, the other six competencies will be addressed and the first seven updated.)

2. Write a paragraph about some of the core concepts you have found helpful thus far in the reading you are doing, in the didactic sessions, or in your learning from the ministry context in which you are working.

3. Write about how your learning contract is going. Are you addressing your learning goals? State how you are doing this.

4. Write a brief statement about each of your peers stating what you have learned about yourself from each of them.

5. Evaluate the supervision you have been getting in this CPE course.

6. State how the structure or lack of structure of this program is helpful or not helpful to you. Evaluate what you would like to change about the program format and content.

Core Competencies
1. Develop the ability to make use of the clinical process and the clinical method of learning. This includes the formulation of clinical data, the ability to receive and utilize feedback and consultation, and to make creative use of supervision.

2. Develop the self as a work in progress and cultivate the understanding of the self as the principal tool in pastoral care and counseling. This includes the ability to reflect and interpret one’s own life, theological reflection and the demonstration of a critical eye so as to examine and evaluate human behavior and religious symbols for their meaning and significance.

3. Demonstrate the ability to make a pastoral diagnosis with special reference to the nature and quality of religious values.

4. Demonstrate the ability to provide a critical analysis of one’s own religious tradition.

5. Demonstrate an understanding of story both psychologically and theologically.

6. Demonstrate the ability to establish a pastoral bond with persons and groups in various life situations and crisis circumstances.

7. Demonstrate basic care and counseling skills including listening, empathy, reflection, analysis of problems, conflict resolution the dynamics of group behavior and the variety of group experiences, and utilize the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.

8. Demonstrate the ability to communicate and engage in ministry with persons across cultural boundaries.
9. Demonstrate the ability to utilize individual supervision for personal and professional growth and for developing the capacity to evaluate one’s ministry.

10. Demonstrate the ability to work as a pastoral member on an interdisciplinary team.

11. Demonstrate the ability to make effective use of the behavioral sciences in pastoral ministry.

12. Demonstrate increasing leadership ability and personal authority.

13. Demonstrate familiarity with the basic literature of the field: clinical, behavioral, and theological.

For the mid-unit evaluation, you will select 7 of the core competencies to report on. For the final evaluation, you will update the first 7 and report on the 6 that you didn’t select for the mid-unit evaluation.
### F. Student Assignment Log

**APCC STUDENT LOG**

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A copy of this document that can be filled in electronically is provided to you in your acceptance packet.
G. Student Hours Log

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