



Clinical Training Guide

Published October 7, 2018

Contact Information

Mailing Address:

Institute for Clinical Pastoral Training
PO Box 620822
Orlando FL 32862-0822

Administrative Office:

Institute for Clinical Pastoral Training
4700 Millennia Blvd, Suite 175
Orlando, FL 32819

Phone/Fax:

(407) 218-6481

Extensions:

802: Information about our Programs

803: Administrative Director

803: Admission and Enrollment Office (AEO)

E-Mail:

info@clinicalpastored.org

Website:

www.clinicalpastored.org

This manual is produced as a reference guide for Preceptor/proctors of ICPT. Questions may be directed to the Administrative Director at info@clinicalpastored.org.

Copyright © 2018 The Institute for Clinical Pastoral Training. This manual may not be copied, reproduced, or distributed without written authorization by ICPT except for to respond to questions posed by active students and faculty members.

The Institute for Clinical Pastoral Training

About the Institute for Clinical Pastoral Training

The Institute for Clinical Pastoral Training (ICPT) is a multi-faith chaplaincy educational community. We strive to expand interdisciplinary educational opportunities while promoting effective communication and collaboration amongst spiritual care providers in corporations, healthcare organizations, prison, military, police, fire, and religious organizations.

The team at ICPT is dedicated to offering a standardized and evidenced-based Clinical Pastoral Education (CPE) training program to chaplains and spiritual care providers.

Mission Statement

The Institute for Clinical Pastoral Training (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.

Our Vision

This organization serves as a radiant beam of love, grace, and compassion in the world; igniting others and revealing the truth, peace, and understanding.

Professional Ethics

ICPT strives to operate with integrity and provide educationally sound, high-quality professional development training programs to our students. ICPT also maintains fair and ethical business practices with respect to marketing, advertising, enrollment, financial practices, and education. ICPT does not discriminate based on age, race, ethnic origin, gender, sexual orientation, or religion. From the student's initial contact with ICPT and throughout the entire educational experience, all ICPT administrators, staff, CPE Supervisors and students are required to maintain the highest level of personal, professional, moral, and ethical standards in both their personal and professional lives.

Our Clinical Pastoral Education Program

Clinical Pastoral Education (CPE) at ICPT allows students to expand their chaplaincy knowledge and experiences into professional settings and corporations such as healthcare providers (hospitals, hospice centers, psychiatric wards), prisons or correction agencies, the military, police and fire departments, business, or other clinical field settings. CPE training at ICPT expands access to interdisciplinary settings by teaching students from diverse faiths to offer spiritual care to a multi-faith population in a manner that is authentic to their own beliefs while respecting and being mindful of their clients' faiths.

CPE Curriculum

1. Clinical Pastoral Education – Unit 1
 - a. 400 clock hours - 100 clock hours didactic/lecture and 300 clock hours clinical/applied learning
 - b. 12 weeks full-time* or 24 weeks part-time**
2. Clinical Pastoral Education – Unit 2
 - a. 400 clock hours - 100 clock hours didactic/lecture and 300 clock hours clinical/applied learning
 - b. 12 weeks full-time* or 24 weeks part-time**
3. Clinical Pastoral Education – Unit 3
 - a. 400 clock hours - 100 clock hours didactic/lecture and 300 clock hours clinical/applied learning
 - b. 12 weeks full-time* or 24 weeks part-time**
4. Clinical Pastoral Education – Unit 4
 - a. 400 clock hours - 100 clock hours didactic/lecture and 300 clock hours clinical/applied learning
 - b. 12 weeks full-time* or 24 weeks part-time**

***Fulltime:** A full-time unit is 12 weeks long and includes at least 300 hours of direct clinical contact hours with designated clientele or clients and 100 hours of didactic training. The student must be engaged in a clinical setting no less than 25 hours per week.

****Part-time:** A part-time time unit is 24 weeks long and includes at least 300 hours of direct clinical contact hours with designated clientele or clients and 100 hours of didactic training. The student must be engaged in a clinical setting no less than 12.5 hours per week.

ICPT Preceptor/proctor Guide Overview:

This guide contains documents that establish the student-preceptor/proctor relationship for a specified period of time. This relationship provides CPE students in levels 1-4 with an opportunity to practice their newly acquired skills under the guidance of expert professionals. Roles and responsibilities for each member of the ICPT academic team are presented in this guide. Students should read the guide in preparing for each 300 clinical/applied learning segment of their respective training unit. Preceptor/proctors or designees and CPE supervisors will also use the guide as a reference during the clinical experience.

The selection of clinical site and preceptor/proctor qualifications are key to designing an excellent clinical experience that will allow students to meet their unit learning objectives. It is the student's responsibility to consult with the preceptor/proctor and/or CPE supervisor as they negotiate and finalize the agreement. Students should schedule their clinical days with preceptor/proctors evenly throughout the unit thereby avoiding large blocks of clinical experiences in the beginning or the end of the unit. When clinical days are scheduled throughout the unit, the student will have an opportunity to apply the content learned in the didactic unit concurrently in the clinical setting.

Preceptor/proctor Responsibilities:

The clinical site should provide students with opportunities that allow students to demonstrate satisfactory completion of clinical learning objectives and clinical learning outcomes. Preceptor/proctors that wish to enter into a training agreement with ICPT should:

- Evaluate ICPT's CPE unit syllabus, unit objectives and evaluation criteria to establish alignment with organizational needs
- Contact ICPT to discuss organizational needs and to become an ICPT approved Preceptor/proctor facility. Provide a detailed overview of organizational requirements and CPE criterion
- Schedule a meeting with an ICPT CPE supervisor to discuss incoming and/or returning CPE students that align with organizational needs
- Meet with and interview student(s)
- Sign and complete a CPE Clinical Training Agreement for each student in each unit and establish a schedule that aligns with the students CPE unit schedule
- Sign and approve the Student's Weekly Clinical Hour Log
- Address student's questions and learning needs about the facility
- Communicate with the ICPT CPE supervisor on a regular basis about fulfillment of the student's obligations
- Oversee the student's clinical work, work habits and investment in spiritual care process at the facility
- Orient students to the client's needs and where applicable the charting system

CPE Supervisor Responsibilities:

Following approval of a CPE Clinical Training Agreement, ICPT will designate a CPE Supervisor to work directly with the student, preceptor/proctor or designee to:

- Interview and evaluate students
- Ensure the clinical placement aligns with unit objectives and outcomes
- Orient both the student and the preceptor/proctor to the learning goals of ICPT
- Address questions regarding the ICPT training program
- Communicate with the clinical preceptor/proctor and the student in order to monitor and evaluate the learning experience
- Monitor student's progress through coaching and supervisory meetings, clinical site evaluations and review of student clinical review reports and weekly logs
- Ensure the student's clinical training and work habits meet the preceptor/proctor's expectations
- Gauge the preceptor/proctor's satisfaction at the end of the unit through a preceptor/proctor survey
- Gauge the student's satisfaction at the end of the unit through a student satisfaction survey

ICPT Student Responsibilities:

Successful clinical performance is achieved through the student-preceptor/proctor-CPE supervisor relationship. Each member of this team contributes to the student's learning experience. CPE students must be actively involved in working with the team to arrange, and maintain the preceptor/proctor relationship. Students must consult with their CPE supervisor regarding the appropriateness of a clinical site prior to enrollment in the unit.

Preceptor/Proctor Selection:

ICPT's CPE units are offered in a structure that promotes the development of specialized CPE knowledge and skill sets starting with the application of basic principles and skills in Unit 1 and moving to the application of complex principles and skills in the delivery of advanced spiritual care in Unit 4. As such, students should select preceptor/proctors based on their qualifications to support clinical learning objectives and outcomes in their unit of study. Students should review their unit syllabus before beginning the process of preceptor/proctor selection. The clinical facility and preceptor/proctor should provide learning opportunities that allow students to demonstrate satisfactory completion of the unit objectives.

After students have a clear understanding of the learning objectives for their unit, they should identify potential preceptor/proctors in their area and follow these steps:

- Set up a meeting and an interview with the preceptor/proctor or designee.
 - Provide the Student Handbook which includes the unit syllabus, unit objectives and evaluation criteria
 - Provide a copy of CPE Clinical Training Agreement (see the form in the appendix of this guide)

- Demonstrate their commitment to clinical pastoral education, knowledge of program content, professional ethics and responsibilities (confidentiality), and willingness to adapt their schedule to the preceptor/proctor's needs
- Ask questions about the preceptor/proctor's teaching style, practice setting, and clients
- At the end of the interview, both parties will need to collectively determine if the setting provides appropriate learning opportunities to meet the unit learning objectives and outcomes. If both parties agree the student should request the preceptor/proctor sign and complete the CPE Clinical Training Agreement and establish a schedule that aligns with the unit schedule.
- The CPE Clinical Training Agreement, schedule and any documentation provided by the facility and/or preceptor/proctor must be submitted to ICPT.

During the clinical experience students are expected to:

- Meet with clients and journal their encounters in weekly Reflection Reports which depict significant experiences with clients and thoughts about ministry.
- Prepare case studies that outline interactions with clients.
- Engage in weekly one-on-one coaching/supervisory sessions with a CPE Supervisor to share their clinical experiences and to receive personalized instruction, guidance and mentoring.
- Participate in interactive peer reviews where they discuss their clinical experiences and collaborate with interdisciplinary teams.
- Complete clinical hours prior to the end of the unit.
- Adhere to the schedule of clinical hours established in the CPE Clinical Training Agreement.
- Present themselves as ambassadors of ICPT's CPE program as such they are
 - be respectful to preceptor/proctors, facility staff, CPE supervisors, clients, and their families;
 - conform to the dress of the clinical site where the coursework is completed; and
 - express their appreciation individually to their preceptor/proctors for their dedication, mentoring, and teaching at the end of the clinical experience.
- Prepare for clinical by completing the required readings and assignments, and reviewing additional relevant material that will ensure appropriate practice in the clinical facility.

Unit 1

Unit 1 Clinical Learning Objectives:

1. Develop awareness of themselves as ministers and of the ways their ministry affects persons.
2. Develop awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.
3. Demonstrate the ability to make a pastoral diagnosis with special reference to the nature and quality of religious values.

Unit 1 Clinical Learning Outcomes:

Upon completion of the clinical training students will be able to:

1. Access information and resources on a wide range of spiritual care services.
2. Provide information to clients and families about resources for communicating their care preferences to the medical team and assists in their completion as appropriate.
3. Assist with the integration of a client's identified spiritual care goals.
4. Discuss religious/spiritual concerns with clients.
5. Engage in peer review and supervisory consultation and receive critique about one's ministry practice.

Unit 2

Unit 2 Clinical Learning Objectives:

1. Demonstrate the ability to provide a critical analysis of one's own religious tradition.
2. Demonstrate an understanding of story both psychologically and theologically.
3. Demonstrate the ability to establish a pastoral bond with persons and groups in various life situations and crisis circumstances.
4. 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.

Unit 2 Clinical Learning Outcomes:

Upon completion of the clinical training students will be able to:

1. Make spiritual care more accessible to clients, families and staff.
2. Utilize common medical, social, and chaplaincy terminology to communicate with other members of the clinical team.
3. Advocate effectively for the allocation and equipping of dedicated space for meditation, reflection and ritual considering the particular cultural, ethnic and religious needs of the community.
4. Identify and make available information and resources explaining spiritual needs and services to clients new to the organization.
5. Provide information to clients and families about resources for communicating their care preferences to the medical team and assists in their completion as appropriate.
6. Develop and make available client and family care resources and information to assist with the integration of client's identified spiritual care goals.

Unit 3

Unit 3 Clinical Learning Objectives:

1. Increase one's 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. Increase one's ability to reflect and interpret one's own life, theological reflection and the demonstration of a critical eye 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.

Unit 3 Clinical Learning Outcomes:

Upon completion of the clinical training students will be able to:

1. Use quality improvement data to refine spiritual care programs and services.
2. Support and advocate for the establishment of timely and documented spiritual screening to discover and refer clients for discussion of religious/spiritual concerns.
3. Demonstrate a working knowledge of the methodologies of spiritual screening, spiritual history, and spiritual assessment.
4. Secure and disseminate information on faith tradition directives regarding the provision, withholding or withdrawing of medical treatments.

Unit 4

Unit 4 Clinical Learning Objectives:

1. Demonstrate the ability to utilize individual supervision for personal and professional growth and to develop to evaluate one's own ministry.
2. Demonstrate the ability to work as a member of an interdisciplinary team.
3. Demonstrate the ability to make effective use of the behavioral sciences tools.
4. Demonstrate increasing leadership ability and personal authority.
5. Demonstrate clinical, behavioral, and theological clinical pastoral knowledge.

Unit 4 Clinical Learning Outcomes:

Upon completion of the clinical training students will be able to:

1. Integrate theories from the behavioral sciences into spiritual care practice.
2. Integrate spiritual, existential and emotional concepts for clients and families in spiritual care, including faith, hope, forgiveness, meaning and remorse.
3. Integrate a thorough knowledge of chaplaincy practice into interventions to support the client's identified religious, spiritual, existential or cultural beliefs and values.
4. Utilize evidence-based practices in spiritual care and chaplaincy to improve spiritual care services.
5. Effectively and appropriately use supportive responses with clients who experience traumatic events so that they can manage the situation and respond appropriately.
6. Utilize evidence-based practices to help clients and families address their fears related to chronic, serious, life-limiting illness, and/or end-of-life care.
7. Effectively use culturally appropriate, evidence-based strategies for communicating with clients and families regarding pain and suffering, loss, complicated and anticipatory grief, and life review.

CPE Clinical Training Agreement

This agreement of understanding entered into on (date) _____, between (facility name) _____, hereafter referred to as "**The Facility**", and (preceptor/proctor name) _____, hereafter referred to as "**The Preceptor/Proctor**", sets forth a mutual agreement, to include at a minimum the following criteria pertaining to (CPE student name) _____ hereafter referred to as "**The Student**":

The Facility agrees that:

- 1. The Student** will be oriented to role appropriate protocols within the clinical training setting such that client, staff, and student safety are maintained.
- 2. The Student** will be allowed facility access in order to appropriately engage clients, family, and staff on a routine basis in accord with ICPT clinical hours criteria and the parameters of **The Facility's** clinical setting.
- 3. The Student** will be allowed to contribute to the integration of spiritual care, beliefs, and values appropriate to the population of the clinical setting.
- 4. The Student** will be covered by at least the same insurance(s) that **The Facility** affords to visitors, and/or families, and/or non-employed facility guests.
- 5.** They will provide a preceptor/proctor who will ensure, at a minimum, that the conditions above are in compliance and, who will affirm via signature the documentation made available by **the preceptor/proctor/designee**.

The preceptor/proctor/designee agrees to:

- 1.** Oversee **The Student's** CPE education in compliance with ICPT standards and protocols.
- 2.** Supply only students who are qualified and appropriate under the ICPT CPE standards and protocols.
- 3.** Help **The Facility** engage **The Student** on any matters of import **The Facility** requests.
- 4.** Keep **The Facility** apprised of any known student situations which might adversely impact **The Facility**.
- 5.** Work diligently to ensure an appropriate and beneficial training engagement for **The Facility** and **The Student**.

The preceptor/proctor/designee authorized Name and Signature: _____.

Address _____

City _____ State _____ Zip _____

Email of the Preceptor/Proctor/Designee:

Phone number:

The Facility authorized Name and Signature: _____.



**CPE Weekly Clinical Hours Log
Clinical Pastoral Education**

(Student completes form for **EACH** facility and the preceptor/proctor or designee signs.)

Dates Covered _____

Facility _____

Student _____

Preceptor/Proctor/Designee name and title _____
(Please Print **AND** Sign Name)

Date	Time IN	Time OUT	Total hours	Preceptor/Proctor's/Designee's Initials
Day 1 _____	1:00 pm	4:30 pm	3.5	M.E.
Day 2 _____			0	
Day 3 _____			0	
Day 4 _____			0	
Day 5 _____			0	
Day 6 _____			0	
Day 7 _____			0	
Total Hours			0	

1. The student maintained appropriate client, staff, and personal safety standards.
 - (Check if yes.) _____
2. The student appropriately engaged clients, family, and staff on a routine basis.
 - (Check if yes.) _____
3. The student appropriately contributed to integrating spiritual care, beliefs, and values.
 - (Check if yes.) _____

Preceptor/Proctor/Designees Comments _____

For Office use:

Total Hours Clinical Engagement _____