



SC 715

Clinical Pastoral Education

Number of credits: 6

Prerequisite:

Permission of the ACPE

Semester: Fall 2014 & Winter 2015

Days:

Room:

Lab – day: N/A

Lab–Room: N/A

Instructor: Philip Behman

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Phone: 403-955-7868

Office: Alberta Children’s Hospital

Office By appointment

hours:

Course Description:

Clinical Pastoral Education (CPE) seeks to engage students at levels of personal and professional growth. The process initiates and fosters ongoing reflection on various kinds of “relationships” (with God/Divine, self, and others) as these emerge within learning and ministry contexts. Likewise, the process invites students to consider how their personal story relates with their professional life. Finally, students are asked to study and research a variety of ministry disciplines within health care institutions as well as community health and faith community settings. Throughout this program, the focus will be on “integration” – i.e. of faith and health, theology and the human sciences, identity and ministry. Competencies will be assessed by reflecting on personal and professional functioning as informed by the standards of the Canadian Association for Spiritual Care (CASC/ACSS) and tailored through an individual learning/serving covenant.

Further Course Information:

Learning and serving objectives of the Alberta Internship CPE program will be contextualized by the mission, vision and values of Alberta Health Services (AHS) and Covenant Health as these are reflected within the unique learning and serving opportunities offered at the Alberta Children’s Hospital (ACH),

Important Dates:

First day of classes: September 9, 2014

Registration revision period:

Last day to request revised examination:

Last day to withdraw from course:

Last day to apply for time extension for coursework:

Last day of classes: March 25, 2015

Edmonton General Continuing Care Centre (EGCCC), the Foothills Medical Centre (FMC), and the University of Alberta Hospital, Stollery Children’s Hospital and Mazankowski Alberta Heart Institute (UAH/Stollery/HI). Within the major tertiary hospitals, Pediatric hospitals and Long Term Care settings there exists diverse spiritual, religious and cultural perspectives that are reflective of the broader social community. Finally, CPE learning/serving will be informed as well as conditioned by your unique ministry identity. This is a dimension of your learning that you will better understand personally and professionally as you grow into it and appreciate its richness.

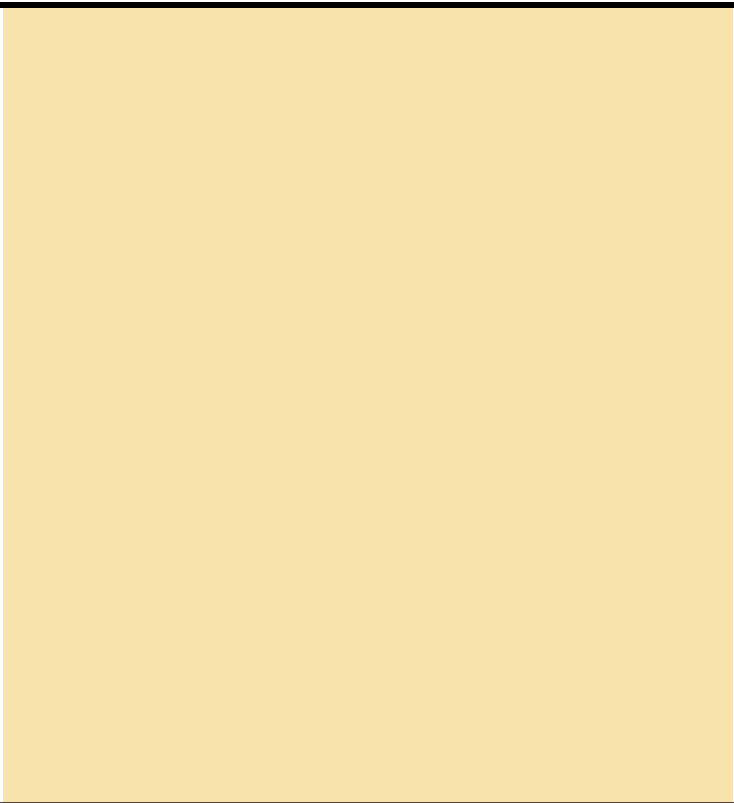
Expected Learning Outcomes:

There are two main educational purposes for the Internship Program. The first is to provide you with an opportunity to render a spiritual care ministry of hospital chaplaincy to patients, families, and staff. In this experience, you will be able to activate, examine and evaluate your spiritual/pastoral as well as theological presuppositions. This will be accomplished in the context of a group of learning peers and in relationship with CASC/ACSS certified CPE Teaching Supervisors. Second, you will be expected to master a body of knowledge (drawn from both academic resources and technical skills) related to the practice of Spiritual Care Services. You will be supported in this aspect of your learning by small group seminars, clinical conferences, reading materials, and resource persons who will offer instruction and/or provide information as needed.

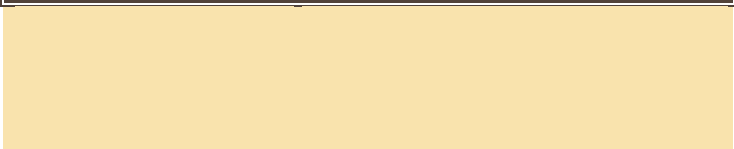
Outline:

Orientation Period

The first several weeks or more of the program are geared to helping you become more comfortable in a hospital setting where people of many disciplines carry out interrelated functions. As you see how the institution operates and meet the people who make it run, you will get more of the feel and begin to sense your place in it.



<p>Final Exam:</p> <p>Time:</p> <p>Room:</p>



You will be introduced to key personnel in your assigned patient care areas and/or face the challenge of self-introduction. It is very important in the first weeks or so to get to know the staff with whom you will be working. There is no better way than just "being" there even if you aren't "doing" any specific tasks. Make it a point to meet people, attend staff meetings, unit rounds, etc. As you spend time on your units, you will learn a great deal about your patients and their illnesses.

Clinical Immersion

You are asked to take patient involvement slowly. We are far more interested in quality work than quantity. Team consciousness is encouraged. Knowing how to engage patients, families and staff as a spiritual caregiver includes knowing when to "refer" to denominational staff and On-call chaplains, as well as to other members of the multidisciplinary teams.

Your CPE and Clinical Site Contacts, as well as the team of staff chaplains and Aboriginal Cultural Helpers, will be making a point to be available for questions and consultation in the early phases of the program. Feel free to take advantage of this.

The CPE placement locations are teaching and research centres. The professional staff at these sites are used to, accepting of and appreciative of students from many disciplines. Spiritual Care students are no exception. You will find most staff more than willing to help you learn and grow in your professional chaplaincy functioning.

Requirements:

1. Normal workday hours are from 0800 – 1630h. Each Intern will spend approximately 8 hours per week for a period of 26 weeks, in the provision of **Spiritual/Pastoral Care** to patients, family members and staff personnel. Seminars, supervisory conferences, reading time and the preparation of reports will account for an additional 8 hours per week, comprising the total number of hours required. Some evening and/or weekend on-call duty will be expected of chaplaincy students. The major amount time will be spent in ministry.

2. A basic educational method used in this program is the process of delineating individual learning goals. Each student, in collaboration with his/her supervisor and peer group, will develop a **Learning and Serving Covenant** which will include:

- a) a statement of goals to be achieved during the program;
- b) a listing of procedures and methods whereby these goals may be achieved;
- c) a method by which the achievement of goals may be evaluated.

This outline of goals will be submitted in written form to allow supervisor and peers to interact with the student concerning alternatives and/or revisions. The jointly developed outline may be revised during the program as learning goals are changed. An alternative method of developing a covenant which involves a narrative approach to learning will also be offered.

3. Each student will participate in **Individual Supervision** with his/her supervisor. Individual Supervision may take the form of co-visitations by the student and the supervisor, discussion of verbatim reports and other arrangements as may be agreed upon. It will be the responsibility of the student to bring agenda items to these conferences.

4. **Reporting Tools** used for clinical learning and personal growth (for presentation in individual supervision or group seminars) include the following:

- a) Spiritual Care (Verbatim) Report
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- b) Reflection Report
 - c) Critical Incident Report
 - d) Theological Reflection Report
 - e) Intercultural Intervention Report

Each student will select among these methods for the accomplishment of learning goals. Additional reporting tools are available and are encouraged through supervisory/peer consultation.

5. About mid-point in the program, the supervisor together with the peer group will evaluate learning/serving “to date”. On this occasion students will provide a brief written **Mid-Unit Evaluation** for supervisor/peer reflection and discussion.

6. There may be opportunity for spiritual care students to attend **Interdisciplinary In-Services** (i.e. staff conference, lectures, unit rounds and other seminars in the hospital) from time to time. Students are encouraged to take initiative to secure these opportunities and to keep the supervisor informed of plans and efforts in this regard.

7. Each student will participate in **Interpersonal Relationship (IPR) Group** sessions led by the supervisor. The agenda for these sessions is open. Any given session may address individual learning/growth issues as well as concerns of the whole group. These sessions invite exploration into the network of relationships informing one’s personal as well as professional functioning.

8. Each student will participate in **Case Review Seminars** during which students will present their spiritual/pastoral care experiences to the group for feedback and consultation. On a rotating basis reporting tools such as the Spiritual Care (Verbatim) Report, are selected by each student as means through which to share aspects of learning where peer review is desired.

9. **Worship Services** - At EGCCC, worship services are conducted for patients, family and staff Sunday mornings in the Chapel. Staff chaplains and students lead the services, on a rotation schedule.

10. Each student is expected to participate in (and occasionally lead) **Theory (Didactic) Seminars**. Subjects of interest to students will be selected in consultation with supervisor and peers. These seminars/conferences are an effort to correlate insights of the behavioral sciences together with clinical spiritual care provision experiences and theological concerns. An audio- visual media format may expedite your presentation.

Required Assignments

You are responsible to ensure submission of written reports to your supervisor:

1. One piece of Clinical Documentation (i.e. verbatim, incident report, case study, etc.) – every other week.
2. One Reflection Report (outline is supplied as a guide) – every other week.
3. Service Logs – every week.

NOTE: Alternatives to the above may be negotiated with your supervisor during individual supervisory conferences and/or as part of the learning and serving covenant review.

During various phases of the program you will formulate the following written documents. These documents count as a piece of “Clinical Documentation” for the weeks in which they are

submitted.

1. **Clinical Reports that differ from those listed in “Program Details”, section #4.**
2. **Theory Presentations (if applicable)**
3. **Mid-Unit Evaluation**
4. **Book Study**
5. **Final Evaluation**

Note: The student’s and supervisor’s final evaluation documents constitute your permanent record of a CPE unit. **Hold on to them.** You will be asked to include these documents in applying to do additional CPE units, and in applying for Advanced standing or Specialist certification. [If you happen to lose your copies, you can request replacements through the CPE program. We keep copies in a locked file for a period of eleven years, after which time they are shredded. No copy of your file will be released by our center without your written instruction].

Submission of Assignments:

INSTRUCTIONS REGARDING WRITTEN WORK

Format for Written Work

1. Leave a left margin of two inches for supervisory comments on all work except for evaluation documents.
2. Hand in originals of all work. It will be returned with supervisory comments and will be discussed in IS.
3. The work is to be kept by you until near the end of the unit. This material will be of use to you in preparing your final evaluation.
4. The supervisor retains a copy of your work until the end of the CPE unit.

Attendance:

Absences must be anticipated whenever possible and discussed with the supervisor. Each student will be responsible for **maintaining communication** with supervisor, staff colleagues, Spiritual Care secretary, and/or other contact persons regarding any changes in his/her schedule. Any clinical hours missed should be made up as soon as possible.

Evaluation:

Grade Summary:

This course is graded as a Pass/Fail.

Textbooks:

ADDITIONAL INSTRUCTIONS – Note: Details may differ based on clinical site locations

1. **Confidential information** from staff members, patients, case histories, and medical charts is frequently available to the CPE student. This information is to be shared only with fellow professional workers at the hospital, and only insofar as it is in the best interest of the patient or staff person involved. (Note: This has both ethical and legal implications.)

2. **Spiritual/Pastoral Care provision** will be arranged in accordance with the schedule of seminars, supervisory conferences and individual ministry, etc. If a hospital patient is

transferred to another clinical area, the student will consult with the unit chaplain and make an appropriate referral (if this will be beneficial to the patient and/or family member).

3. **Inclusive language** is a requirement of all multisite CPE programs and is to be present in all written work. This requirement is in keeping with guidelines put forward by CASC/ACSS as well as Ambrose and St. Stephen's Colleges (with whom our CPE programs are academically affiliated).

4. As spiritual/pastoral care providers we are expected to reflect a professional appearance whenever in the ministry setting. See AHS/Covenant Health policy

5. A **telephone** for local calls is available in central Spiritual Care offices and also in the Student Offices.

6. Should the need arise, the program outlined in this syllabus **may be altered** by the supervisor, students and/or staff colleagues in consultation with one another.

7. Developing effective **methods of communication** among Spiritual Care Services staff and students is an important learning. You are encouraged to refer information that needs to be shared with staff to the appropriate person(s) through telephone voice mail, in writing, or in person. Please try to keep communication current and timely.

8. Staff and student **mailboxes** are in central Spiritual Care office areas. Make sure you learn where this is in your location. This is where messages will be left for you and where you can leave messages for others.

9. You will need to negotiate with your supervisor about your weekly written work, to ensure submission and return in a timely manner.

10. On occasion a person may wish to bring **personal belongings** to work (e.g. computer, cell phone, etc.). If you choose to do so, it is done at your own risk. The hospitals do not accept responsibility for personal belongings that are left on the hospital premises.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

Other

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, schedule of lectures/topics, or reporting form.