

**Policies and Procedures of Royal Perth Hospital
Centre for Clinical Pastoral Education
Revised 2017**

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Admission Policy

Scope: This policy applies to persons who express interest, wish to apply, or have applied to a Royal Perth Hospital (RPH) CPE program.

Purpose: To provide clear and effective processes for responding to and maintaining records of inquirers and applicants to Clinical Pastoral Education programs offered at RPH

Policy: It is the policy of RPH CPE Centre to communicate with and respond to inquirers and applicants in a consistent, transparent, and non-discriminatory manner (consistent with the WA Department of Health, and the accrediting CPE Association, non-discrimination policies) following the steps listed in this policy.

Procedures

Admission Criteria:

- Completed RPH CPE application, including all required personal details, essays and reference letters
- Completion of an admission interview which, in addition to written application, demonstrates:
 - Capacity to establish and maintain professional relationships
 - Willingness to engage in self-reflection and learning related to emotions, impact of life experiences, and spiritual, religious or philosophical perspectives
 - Aptitude for providing compassionate, theoretically-informed care to people in spiritual distress
 - Potential to make meaningful contributions to the services provided by the Centre for **Wellbeing and Sustainable Practice**
 - Personal and professional values which are consistent with RPH values
- Graduation from high school, or endorsement for participating in a unit of CPE by the applicant's employing, ecclesiastical or professional body

Posting and Marketing:

- Each year's course offerings will be posted online during the first half of the previous year
- Application materials and instructions will be posted online at all times. These will include:
 - An Expression of Interest (EOI) form for inquirers who are considering CPE at some point more than a year in the future
 - An application for those who have not completed a unit of CPE since 2015 or in the past five years, whichever is more recent.
 - An application for those who have completed a unit of CPE since 2015 or in the past five years, whichever is more recent.

Responding to Inquirers, Applicants and Students

- Upon receipt of a communication from an inquirer, we will make every effort to respond within five workdays via email, phone or SMS message

- Upon receipt of a completed EOI or application, we will make every effort to acknowledge receipt within five working days, and will communicate the approximate time when interviews will be scheduled. In the case of incomplete documents, we will make one written request for the missing documents
- Applicants whose written application materials do not indicate the potential to meet the majority of the admission criteria listed above may not be offered the opportunity to interview; this decision will be communicated at the time interviews are being scheduled
- Interviews will be conducted by the Centre Director plus another RPH Supervisor, or a Chaplain, or another person knowledgeable with the CPE process. The applicant has the right to include another person of his or her choice in the interview
- Interviews will be conducted in person whenever possible, typically at RPH. However, distance or other factors may warrant conducting the interview in another location or via teleconference
- The final decision to accept, reject or defer rests with the Centre Director, and will be communicated within ten working days of the interview
 - An acceptance is an offer of placement within the upcoming unit of CPE
 - A rejection is for all upcoming units of CPE. If rejected, an applicant has the right to re-initiate the application process
 - A deferral is an acceptance for a specified or unspecified unit following the immediate upcoming unit. Applicants receiving deferrals will be offered the opportunity to participate in each subsequent unit

Pre-enrolment:

- Upon acceptance to a specific unit, a letter of acceptance will be emailed to the applicant, who will be required to respond with a statement of intent to participate in the unit within five working days. Upon receipt of that statement, the applicant will be considered a student
- The acceptance letter will include instructions, documents and the due date for submitting completed pre-enrolment documents, including the required WA Health Department requirements related to health and legal matters. Students who do not submit their complete pre-enrolment materials by the due date may not be permitted to enrol in the course
- Following a review of the pre-enrolment documents, students may be asked to provide additional information. The student will be informed that it is their responsibility to provide the estimated time to provide the additional information, along with regular updates on their progress. Students who do not provide the additional information may not be permitted to enrol in the unit
- Final decisions regarding health and legal fitness to enrol in the course rests with RPH Occupational Health and/or RPH Administration
- When all required pre-enrolment requirements have been met, students will be informed within five working days
- Any pre-reading materials will be sent to applicants no later than three weeks prior to the start of the program
- Final details about the unit will be sent by email no later than ten working days prior to the first day of the unit

Related matters:

- Processes for invoicing and payment of fees are located in the Financial Policy
- Processes for maintaining and destroying application and admission documents are located in the Student Records and Privacy Policy
- Students must be prepared to complete a minimum of 80% of designated classroom time in order to complete the course (see the Rights and Responsibilities Policy). All required clinical hours must be completed prior to the end of the course; if submitted in writing and approved by the centre director, up to 10% of required clinical hours may be completed within two weeks of the final day of the unit

Complaints Policy

Scope: This policy applies to students, supervisor(s) and **Adjunct Faculty**.

Purpose: To provide a transparent, clear process for responding to complaints through a range of informal to formal processes.

Policy: It is the policy of RPH CPE Centre to encourage resolution of complaints in a timely, professional, relational and respectful manner at the level closest to the point of difficulty, using a sequence of escalating processes when necessary.

Procedures

Informal consultation

- As soon as possible upon becoming aware of dissatisfaction with a supervisor, adjunct faculty or any program component, the student will initiate consultation with one or more of the following in order to discuss their concerns:
 - The supervisor
 - The centre director
 - The Pastoral Care Coordinator
- If the Centre Director is not part of this consultation, s/he will be notified that the consultation occurred and provided with a synopsis of the concerns shared and the outcome
- The student will approach the consultation in a manner consistent with the learning outcomes of the accrediting CPE association—that is, in a spirit of exploration, learning, increasing self-awareness, and professionalism
- The consultant(s) will listen, respond non-defensively, and reflect back what they hear until the complainant is satisfied that s/he has been accurately heard
- All parties will attempt to address the concerns and commit to a mutually agreed upon action plan
- If a satisfactory outcome is not achieved for the student, s/he may submit a written request for a facilitated meeting to the Pastoral Care Coordinator

Facilitated meeting

- If requested by the student, a facilitated meeting will be scheduled within five working days
- The meeting will be facilitated by two people, one chosen by the student and one chosen by the Centre Director
- The intended outcome of the meeting is for both parties to hear and understand the other's perspective and experience, and for both parties to work together to formulate and agree to an action plan. A second and third meeting may be scheduled if both parties and the two facilitators agree that additional facilitated meetings could be beneficial
- The Centre Director will be notified that the facilitated meeting(s) will occur, and will be informed of the final outcome by both parties
- If a satisfactory outcome is not achieved for the student, s/he may submit a written request for mediation to the Pastoral Care Coordinator

Mediation

- If requested by the student, mediation will be scheduled within ten working days of the student's written request
- A mediator will be selected as follows: the student and the Centre Director will each appoint one person who is willing to work with the other party's appointed person to select a mediator
- The cost of the mediator will be split evenly between the student and the CPE Centre, up to a total of \$1,000
- The mediator will reflect what s/he hears and understands until both parties are satisfied that the mediator understands their perspectives and concerns
- The mediator will attempt to help both parties agree to an action plan and commit to their part of that plan
- If the two parties cannot agree to an action plan, the mediator will suggest a course of action for each party, which is consistent with the standards of the accrediting CPE association and the RPH and CPE Centre policies
- If the student is not satisfied with the results of mediation, s/he may file a formal written complaint

Filing a formal complaint

- If after completing the above procedures the student believes the matter remains unresolved, s/he may file a formal written complaint with copies sent to both the Pastoral Care Coordinator and the CPE Centre Director. This is the point at which a student becomes a **complainant**
 - In cases of alleged sexual or physical misconduct, harassment or exploitation, a student may file a complaint without engaging in informal consultation, facilitated meeting or mediation
- The written complaint must include the following:
 - A description of the occurrence or situation which precipitated the complaint, including the dates and times of the relevant events
 - The names and contact details of people, who in the opinion of the complainant, are involved in or witnesses to the situation
 - The specific RPH policy(s) and/or the specific *Standard(s)* of the accrediting CPE association, which the complainant alleges have been violated
 - The suggested resolution of the complaint including the reasons for the suggestion(s)

After a complaint has been filed

- Within two working days of receipt of the complaint, the Centre Director and/or the Pastoral Care Coordinator will give written notice to the following persons that a complaint was received:
 - The complainant
 - The **complainee**
 - The RPH executive responsible for CPE
 - The accrediting CPE association, typically through its Registration & Certification Chair
 - The complainee's employer (if other than Royal Perth Bentley Group)
 - The members of the CPE **Complaints Response Team**

- Within ten business days of receipt of the complaint, the Complaints Response Team will convene with a minimum of one-half of its members to review the complaint, and any written statements or documents provided by the complainant and the complainee, and to meet individually with the complainant and the complainee
- The Complaints Response Team may determine that it needs additional meetings to complete its work; in this event, the final meeting of the team will occur no later than twenty business days after the receipt of the complaint
- At the conclusion of its work, the Complaint Response Team will notify the complainant, complainee and Pastoral Care Coordinator of its response. The response will include:
 - An assessment of the complainant's efforts to resolve the difficulty through informal consultation, facilitated meeting, and mediation (adequate or inadequate)
 - An assessment of the merit of the complaint (has merit if a Policy or Standard has been violated; is without merit if a Policy or Standard has not been violated)
 - If the Complaint Response Team determines that the complaint is without merit, documentation will include a statement that the complaint is without merit and that no further action is warranted
 - If the Complaint Response Team determines that the complaint has merit, the documentation will include the specific Policies and/or Standards which the team believes were violated
 - The team will document its assessment of its authority or lack of authority to provide a corrective plan
 - Depending on the team's assessment of its authority to act, it will either
 - Recommend redress, or
 - Refer to the appropriate authority, which may include the accrediting CPE association, the complainee's employer, or judicial court

Timeframes for filing complaints

- Unless otherwise stated in WA law, the timeframe for filing a complaint will be one year from the date on which the incident occurred
- In cases of alleged actions for which the law permits a longer timeframe for the filing of a complaint, the timeframe for filing a complaint will be governed by the relevant state laws

Consultation and Evaluation Policy

Scope: This Policy applies to Students, Graduates and Supervisors

Purpose: To provide a clear and consistent means of providing students opportunities for informal and formal consultation and evaluation related to their performance in a CPE unit.

Policy: It is the policy of the RPH CPE Centre to provide opportunities for students to receive consultation and feedback from as wide a variety of sources as possible, and to provide written evaluations in a uniform and timely manner consistent with the Standards of the accrediting CPE Association.

Procedures

Informal consultation

- Within the limits of the RPH and CPE Student Records and Privacy policies, students are encouraged to seek as much consultation and feedback as possible from a variety of sources, including chaplains, nurses, physicians, allied health professionals, cleaners, and others alongside whom they work on their clinical wards
 - The CPE Supervisor(s) and members of the Pastoral Care Department are available to help facilitate informal consultations as they are able
 - Topics for consultation will be related to the student's clinical practice and professional development. Consultation on matters related to personal integration and growth will typically be sought within group and individual supervision
- Students are encouraged to make use of external consultants as well for matters related to their clinical practice, professional development, ecclesiastical matters; they are also encouraged to seek consultation from external consultants on matters related to their personal integration, growth, and physical/emotional/mental/spiritual well-being. Examples of external consultants include ecclesiastical representatives, those employed in chaplaincy or whose work involves pastoral care, counsellors and therapists, spiritual directors and health care professionals. When possible, the CPE Supervisor(s) and members of the Pastoral Care Department are available to make referrals to external consultants as they are able

Formal consultation

- Formal consultation is a required process in seeking certification of completion of Level I or Level II CPE, or for entry and progress through the Supervisory CPE process
 - The student or graduate will consult and collaborate with the CPE Supervisor(s) regarding their desire and plans to seek formal consultation
 - The Supervisor(s) will assist the student or graduate in discerning the appropriateness and timing of the formal consultation, and will provide access to the appropriate Standards and guidance related to all aspects of preparing for the consultation
 - The Supervisor(s) will provide opportunity for debriefing the consultation experience and discerning next steps

- Students and graduates will follow the processes delineated in the accrediting CPE Association's *Standards*

Evaluation

- Inherent in any unit of CPE is the ongoing process of evaluation; this occurs in each component of group supervision as well as individual supervisory sessions. Students are required to receive and work with the evaluation for the development of their pastoral capacity and practice
- Every student has the responsibility to complete an evaluation of his/her CPE experience (the "student final evaluation") at the end of the CPE unit, and the right to receive an evaluation written by the Supervisor (the "Supervisor's Final Evaluation") upon completion of the CPE unit
 - The content of the student's final evaluation will address all areas listed in the Student Handbook, and will be presented in **group supervision**.
 - The content of the Supervisor's final evaluation will include a summary of the curriculum and composition of the peer group, assessment of how the student addressed his/her personal learning goals and outcomes, the student's strengths and limitations for pastoral care, recommendations for future learning, a clear statement of completion of the CPE unit, a statement that the student has the right to append a statement if she/he wishes, and signature/date lines for the student and the supervisor
 - While the Supervisor's final evaluation will typically be presented to the student in **individual supervision** in the final days of the unit, it is permissible for the Supervisor to present the evaluation up to forty-five (45) days after the final day of the unit
 - Should the student have had a formal consultation during the unit, the report of that consultation will be appended to the Supervisor's final evaluation
- The student's and Supervisor's final evaluations will be maintained according to the Student Records and Privacy Policy.

Corrective Action, Dismissal and Withdrawal Policy

Scope: This policy applies to CPE students and supervisory staff.

Purpose: To provide transparent and uniform mechanisms for a supervisor(s) to take corrective action with a CPE student, and/or dismiss a student from the CPE program, and to allow for the withdrawal of a student.

Policy: It is the policy of the RPH CPE Centre to have a procedure for the warning, probation and dismissal of a student as a result of clearly stated behaviours and criteria. Additionally, it is the policy of RPH to have a procedure for a student to withdraw from the CPE program.

Procedures

Provision of clear expectations

- At the outset of each CPE unit, CPE students will be provided clear expectations and responsibilities for CPE students via the Student Handbook, CPE Policies and the orientation process. Students exhibiting potential of falling short of any of the expectations contained in these documents will be referred back to these documents and given an opportunity to amend their behaviours

Escalation of corrective actions

- The supervisor will address issues, concerns or violations regarding a student's behaviour on an individual basis in an informal manner, and will invite the student to explore and express the root causes underlying his/her behaviour, and to verbally agree to a plan to change the problematic behaviour(s)
- Should the student continue to engage in the problematic behaviour(s), the supervisor may give the student a **verbal warning**, clearly naming it as such and clearly naming the specific behaviours, concerns and violations. The supervisor will document this action in the student's file. The supervisor will encourage the student to explore and understand the underlying dynamics, in a spirit of collegiality and respect, and will clearly state the desired behaviour change(s)
- Should the student continue to engage in the problematic behaviour(s), the supervisor may give the student a **written warning**, which will include a summary and date of the verbal warning, the specific behaviours, concerns and violations, the expected behaviour change(s) and a date by which these will be evidenced. The supervisor will insert a copy of the written warning in the student's file. The supervisor will continue to encourage the student to explore and understand the underlying dynamics, in a spirit of collegiality and respect, and will clearly state the desired behaviour change(s). The student may be asked to bring the matter to the CPE peer group, and/or to meet with the supervisor and the pastoral care coordinator, and/or members of the CPE advisory group
- The supervisor may issue a **second written warning** if the student does not change her/his behaviour following the time period specified in the first written warning, following the same process described above
- If the behaviour(s) and violation(s) continue after the time period specified in the first (or second) written warning, the supervisor will place the student on **probation**. The supervisor will provide a written document to the student including a summary of all previous corrective actions, the specific behaviour(s) and violation(s), the time frame for the probationary period, and the specific actions and responses required of the student. The pastoral care coordinator will be informed and provided a copy of the probation document

- If the student successfully meets the requirements stated in the probation document throughout the probation period, the student will be allowed to continue in the CPE unit
- If the behaviour(s) and violation(s) occur during the probationary period, the student will be dismissed from the program. The supervisor will give the student a letter of **dismissal**, which will include a summary of all previous corrective actions, the specific behaviour(s) and violations(s). Dismissal will be effective upon the student's receipt of the letter. The student will be accompanied by the supervisor or designate at all times from receipt of the letter to departure from the hospital. The supervisor will insert all documents related to the corrective actions and dismissal in the student's file, and maintain for seven years

Appeals

- A student who receives a verbal or written warning, or who is placed on probation, or who is dismissed from the unit may submit an appeal. In order to be considered as a valid appeal, the student will use the process described in the **Complaint Policy**
- All responses to the appeal will be conducted using the process described in the **Complaint Policy**

Withdrawal

- **Withdrawal** from a CPE unit is initiated by the student
- A student who is considering withdrawal from CPE is requested to discuss their reasons with the centre director at least two weeks from the potential withdrawal date. If appropriate, the centre director may encourage the student to engage an outside support person (for example a spiritual director, counsellor or colleague) or the student's peers for further exploration and clarification of the student's reasons for considering withdrawal from the CPE unit. No student will be compelled to share their reasons for withdrawal
- If the student decides to withdraw, s/he will be asked to participate in processes to facilitate closure with those s/he developed professional relationships. No student will be compelled to do so
- The student is asked to submit a letter of withdrawal to the centre director. This letter will be maintained in the student's file and maintained for seven years.
- Tuition refunds will be provided according to the **Financial Policy**.

Ethical Conduct Policy

Scope: This policy applies to students, Supervisors and Adjunct Faculty.

Purpose: To provide a code of ethics for the students, supervisor(s) and adjunct faculty which is consistent with the WA public sector code of ethics, and with the code of ethics of the accrediting CPE Association.

Policy: It is the policy of the RPH CPE Centre to provide a uniform code of ethical conduct for students, Supervisor(s) and Adjunct Faculty; to support students in functioning within the parameters of the code, and to use the "Corrective Action, Dismissal and Withdrawal policy" when a student behaves in a manner which is inconsistent with this Ethical Conduct Policy.

Procedures

In relationship to those served, students, Supervisor(s) and Adjunct Faculty shall:

- Affirm and respect the dignity of others irrespective of nationality, ethnicity, race, gender and gender identity, beliefs, sexual orientation, family status, physical ability, social or economic status
- Respect the integrity and protect the welfare of those served or supervised
- Maintain relationships with those served or supervised on a professional basis, free from any form of exploitation (including emotional, financial, sexual)
- Not engage in any form of sexual contact or activity, or engage in any sort of sexual misconduct or harassment
- Approach the religious, spiritual and philosophical convictions of others with respect and sensitivity, free from the imposition of one's beliefs on those served or supervised
- Hold as a matter of trust, information and confidences entrusted within the context of a professional relationship, with the exception of any information which indicates the likelihood of harm to self or others
- Refrain from using one's power to disgrace, hurt or humiliate others

In relationship to other groups, students, Supervisor(s) and Adjunct Faculty shall:

- Maintain good standing in a faith community or professional association
- Abide by the laws of the Australian Commonwealth and Western Australia, as well as the policies and regulations of the WA Department of Health, the credentialing CPE association, and the student's faith and/or professional organisation
- Maintain professional relationships with persons in the institution where the classroom and clinical components of the CPE program occur
- Not claim directly or by implication professional qualifications that exceed actual qualifications or misrepresent one's role and function to others, and will correct any known misunderstandings others may have immediately upon discovery

In regard to professional responsibilities, students, Supervisor(s) and Adjunct Faculty shall:

- Continue professional education and growth, updating knowledge and supporting research
- Refrain from using knowledge, position or professional qualifications for personal benefit or for any purpose inconsistent with these and other applicable ethical guidelines
- Maintain one's own effectiveness, resilience and ability to serve others through the adequate practice of physical/spiritual/emotional/mental/relational self-care, supervision, and consultation

In collegial relationships, students, supervisor(s) and Adjunct Faculty shall:

- Respect the integrity and protect the welfare of colleagues
- Maintain collegial relationships on a professional basis, refraining from disparagement
- Refrain from sexual, emotional, financial or any other form of exploitation of colleagues
- Take collegial and responsible action when concerns about incompetence, impairment or misconduct arise, in one's self or one's colleagues

In the conduct of business and administrative matters, students, Supervisor(s) and Adjunct Faculty shall:

- Carry out administrative responsibilities in a timely and professional manner
- Implement sound fiscal practices, maintain accurate records, and protect the integrity of funds entrusted to one's care
- Describe accurately the pastoral services and educational programs in promotional literature

Financial Policy

Scope: This Policy applies to persons who have been accepted and enrolled in a unit of CPE at RPH, to the Centre Director and Pastoral Care Coordinator.

Purpose: To provide a transparent process for managing the financial aspects of the CPE program, including: program budgets and expenditures, professional association fees, indemnification of students, collection of student fees and refunds.

Policy: It is the policy of the RPH CPE Centre to conduct all of its financial transactions in a transparent, consistent and accountable manner.

Procedures

CPE Centre Budgeting, Income, Expenses

- Pastoral Care Coordinator consults with Centre Director regarding the upcoming year's budget
- Administrator responsible for Pastoral Care and CPE is responsible for final approval of the budget
- Tuition payments are deposited to the Pastoral Care Cost centre and are available for program expenses as approved by the Pastoral Care Coordinator and/or the Administrator responsible for Pastoral Care. These include:
 - Equipment acquisition and upgrades, teaching materials, training of Supervisors, professional education and development of Supervisors (seminars and conferences), off-site curriculum activities, program marketing, insurance and indemnification

Professional Association Fees

- The CPE Centre is accredited by one or more CPE associations. Annual centre fees, periodic program reviews, accreditation site visits, and related costs will be paid from Pastoral Care funds generated by student tuition

Student Indemnification

- CPE students are provided professional indemnity and public liability insurance during their participation in activities which are part of the RPH CPE program, both on and off hospital property

Student Tuition

- Tuition will be reviewed and adjusted on an annual basis at the same time that the upcoming year's programs are scheduled, and included in the publication of the upcoming year's course schedule
 - Determination of tuition will take into account similar academic and CPE programs, market demands, and financial needs of the CPE program
- The "Multi-Customer Debtor Advice" form will be sent to applicants along with other pre-enrolment forms with a due date for return of the completed form
- Each student will be sent an invoice for the total cost of tuition; fee must be paid by the due date printed on the invoice unless alternate arrangements have been approved by the Centre Director

- Students whose tuition has not been paid by the due date may not be permitted to enrol in or continue to participate in the unit

Refunds

- Tuition is non-refundable once paid unless the student provides evidence of a physical, mental, or emotional condition that would prevent the student from finishing the unit. Evidence could include a letter from a physician or psychologist, or a copy of a death certificate of an immediate family member.
- Refunds will be made according to the following schedule:
 - 0-29% of course completed: 100% of tuition refunded
 - 30-59% of course completed: 50% of tuition refunded
 - 60-79% of course completed: 25% of tuition refunded
 - 80-100% of course completed: 0% of tuition refunded
- No refund will be provided to a student who is dismissed from the CPE unit according to the Corrective Action, Dismissal and Withdrawal Policy

Supervisory Training and Contract Supervisor Stipends

- Supervisory Students (Acting or Provisional Level 1 Supervisors and Acting or Provisional Level 2 Supervisors) and accredited Supervisors (Level 1 and Level 2 Supervisors) who are paid per unit supervised according to the following remuneration scale
- Remuneration will be reviewed and updated on an annual basis

Loss of an Essential Program Element Policy

Scope: This policy applies to CPE students and applicants, Pastoral Care Coordinator, RPH Administrator.

Purpose: To provide guidance in the event that the loss of some **essential program element** of the CPE Centre prevents the delivery of units of CPE.

Policy: It is the policy of RPH CPE Centre to provide a timely, fair and transparent procedure for responding to inquirers, applicants, students, graduates and constituents of the CPE Centre in the event that current unit of CPE cannot be completed and/or future units of CPE cannot be offered.

Procedures

Immediate response

- Upon recognition that an essential program element has been lost, the Centre Director or the Pastoral Care Coordinator will be responsible for implementing the following procedures
- The RPH Administrator responsible for the CPE Centre, and the accrediting CPE Association, will be notified as soon as practically possible.
- Other than legally sensitive material, information will be provided to students in a timely and accurate manner.

Responding to the needs of students

- If less than one-third of the unit has been completed at the time of the loss, RPH may attempt to provide the lost element through the completion of the unit but is not required to do so. If the lost element is not provided, students will receive full refund of their tuition
- If more than one-third of the unit has been completed at the time of the loss, RPH will attempt to make provisions for the completion of the unit. These may include:
 - Providing a replacement Supervisor through consultation with the accrediting CPE Association and with ANZACPE
 - Seeking collaboration with another CPE Centre for incorporating CPE Students in that centre's program
 - Negotiating with the accrediting CPE Association or RPH/Department of Health to delay implementing any actions until the completion of the current unit of CPE
- If after reasonable effort the lost program element cannot be restored, students will receive full refund of their tuition, plus a letter stating the reason(s) that the CPE unit could not be completed.

Notifying inquirers, applicants, graduates and constituents

- Applicants will be notified as soon as possible of the cancellation of the unit in which they were enrolled.
 - Applicant's application materials will be kept for seven years. In the event that the CPE Centre becomes able to offer units of CPE, these applicants will be offered the opportunity to enrol in future units.

- Relevant news and updates regarding the status of the CPE Centre will be posted on the CPE page of the RPH website, and if possible on the accrediting CPE Association's website.
- Inquirers, graduates, and constituents will be notified in person when possible and directed to the website(s) for further information.

Records

- If restoration of the CPE program is likely within seven years, all CPE records will be maintained according to the **Student Records and Privacy Policy**
- If restoration of the CPE program is not likely within seven years, RPH will collaborate with the accrediting CPE Association for maintenance of student records, and notification of those whose records are being maintained as to the location and access to their records.

Property and assets

- In the event of the CPE Centre's closure, all property and assets will become the property of RPH for use, storage or disposal.

Rights and Responsibilities Policy

Scope: This policy applies to CPE Students.

Purpose: To provide a clear summary of the rights and responsibilities of each student enrolled in the CPE program.

Policy: It is the policy of RPH CPE Centre to maintain and communicate clear expectations of each student's rights and responsibilities while enrolled in the CPE program, to support each student in fulfilling their responsibilities, to follow established disciplinary procedures when students do not fulfil their responsibilities, , and to ensure that each student's rights are protected.

Procedures

Communicating Student Rights and Responsibilities

- A copy of this policy will be provided in the Student Handbook, reviewed and discussed during the orientation process for each unit, and reviewed as necessary during the unit.

Student Rights

- A respectful and supportive learning environment that encourages human dignity and worth, promotes self-reflection, mutual trust, respect, openness, challenge, confrontation, and encouragement and support for processing of intra- and inter-personal conflict, learning and development
- Supervision by a competent, credentialed CPE Supervisor
- A peer group of at least three CPE students who were selected based on the qualities listed in the admissions policy
- An orientation program which addresses the items listed on the "Orientation Checklist" which is included in the Student Handbook.
- A printed curriculum which includes the times and dates of each student's presentations, teaching sessions, assignments for reading and written materials, midterm and final evaluations, graduation, and any special events included in the CPE unit.
- Assignment to a clinical ward or wards where you will have access to patients, families, staff with whom to provide and practice pastoral care.
- Access to computers and programs necessary to support clinical work, and instruction and support in their use; access to Department of Health and RPH intranets which include directories, news, education events, policies and procedures, safety alerts and more.
- Library membership, parking at a discounted rate, attendance at hospital education events, access to staff lounge, participation in staff wellbeing opportunities.
- Access to persons who are part of the CPE reporting structure, including Coordinator of Pastoral Care, the Administrator responsible for Pastoral Care and CPE, and the CPE Advisory Group
- A Student Handbook which includes the necessary documents for satisfactory completion of the unit in digital and hardcopy formats
- Access to the CPE Policies and Procedures in digital and hardcopy formats

- Ongoing and frequent feedback and assessment of your progress in the classroom and clinical components of the CPE unit; this includes your right to be made immediately aware of any reasons why your completion of the unit may be in jeopardy, with suggestions and support for making the changes necessary to completion of the unit.
- Opportunities and referrals for professional consultation; this includes knowledgeable professionals, printed materials and online resources.
- Referrals to personal and professional support services if needed, including counselling, resume writing, interview preparation
- Receipt of a written final evaluation within 45 days, but more typically in the final days of the unit; this evaluation will begin with a brief description of the unit's structure and participants, a description of the ways you addressed the learning outcomes and your personal learning goals, your Supervisor's assessment of your strengths and limitations for pastoral practice, and a statement of successful completion of a unit of CPE.
- Receipt of a signed Certificate of Completion
- In the unlikely event that the unit cannot be completed due to incapacitation of the Supervisor or termination of the program by RPH, RPH will make every possible effort to make provisions for the completion of the unit. If that is not possible, all student fees will be fully refunded.
- To be provided adequate insurance cover for injury and legal costs incurred as a result of participation in CPE-related activities; this is provided through, the national CPE Association.

Student Responsibilities

- Participate in the maintenance of a safe learning community of peers and Supervisors; show respect for each one's faith, spirituality, beliefs, culture, family affiliation, gender identity and sexual orientation and other ways in which each is different from you; respect each one's confidentiality, privacy and dignity.
- Engage in a learning alliance with your Supervisor(s) and peers; demonstrate reliability in preparing timely and reflective materials for learning; demonstrate openness to their insights and feedback; contribute to the open inquiry in all parts of the CPE program; bring emotions, insights, questions, beliefs, attitudes, values, assumptions and other material evoked in the course of your CPE experience for reflection and feedback.
- Engage in the orientation activities and curriculum in a way that demonstrates willingness to increase your self-awareness, to understand and apply theoretical material; address each learning outcome and each personal learning goal to the best of your ability.
- Demonstrate the highest level of professionalism and compassion of which you are capable in your interactions with patients and their loved ones, visitors, staff and all others whom you encounter within RPH; respond in a timely manner when called or when you recognize a spiritual need; protect the privacy and confidentiality, religious and spiritual convictions and culture of everyone you encounter; be familiar with and abide by the RPH Dress Code and Code of Conduct for staff; employ infection control and other safe practices in your clinical work.

- Refrain from proselytization, exploitation, misrepresentation of your credentials, acceptance of gifts, money, or favours from patients for personal use, or practice outside of pastoral care's scope of practice.
- Make the fullest use possible of a variety of learning opportunities available to you during the CPE unit; this includes attending all group and individual supervisory sessions (medical or personal emergencies allow for completion of course with as little as 80% attendance in these activities, but must be discussed with the centre director in a timely manner), completing all written assignments in a timely and professional manner, and participating as fully as possible in the activities on your assigned ward(s)
- Seek to build relationships with members of the CPE reporting structure where possible, while respecting the chain of command and using it appropriately if dissatisfied with the CPE experience
- Read and be familiar with the contents of the Student Handbook; seek clarification if needed; follow the guidelines and respond to all elements included in each assignment.
- Read and be familiar with all CPE Policies and Procedures; seek clarification if needed; conduct yourself in a manner consistent with the policies; call attention to any actual or perceived deviations practiced by your Supervisor(s) or others involved in the structure of the CPE program.
- Seek consultation from your Supervisor, peers, and others on matters where you are uncertain.
- Use the CPE process for its intended purpose: the improvement of your professional practice through the integration of your emotions, life experiences and beliefs, your technical knowledge, and your compassion.
- Seek outside consultation and assistance for matters which are of a more personal, therapeutic nature which impact on your professional practice and/or your personal wellbeing
- Complete all written materials (learning goals, verbatims, and reflection papers) and evaluations (midterm and final) in a manner which is both personal and professional, reflective, theoretically informed, and articulate about your perceptions of the relevant learning issues.
- In the event of dispute or complaint, seek resolution at the most immediate level as possible; if resolution is not achieved, use the procedures outlined in the complaints policy.
- Participate in the growth and evolution of the RPH CPE Centre through candid, honest and constructive evaluation of the program; consider making ongoing contributions to CPE through advocacy, recruitment, monetary contributions, and assistance with special projects.

Student Records and Privacy Policy

Scope: This policy applies to CPE Inquirers, Applicants, Students and Graduates at RPH, and staff who work with CPE records.

Purpose: To provide a transparent and consistent process for managing the student records and protecting the privacy of CPE students and graduates.

Policy: It is the policy of RPH CPE Centre to archive, protect, make available, and destroy all student records in a manner which is consistent with the *Standards* of the accrediting CPE association and WA Department of Health guidelines, and to protect the privacy of CPE inquirers, applicants, students and graduates.

Procedures

Inquirers

- Records to be maintained will include the inquirer's email address, telephone number, and all email communications. These will be maintained in the CPE database and Centre Director's secure electronic files. Inquirers will be informed about upcoming CPE courses and CPE-related events via email; each communication will include instructions for opting out of future communications, and for requesting that their records be removed from the database.

Applicants

- Records to be maintained will include all of the above plus: application materials, pre-enrolment materials, additional email communications, and summaries of telephone/SMS communications. These will be maintained in Centre Director's secure electronic files, and/or as hard-copy in secure storage.
- Database information will be updated to include a summary of which application and pre-enrolment requirements have been completed for each applicant and student.
- Written materials other than name and contact details of applicants who are not accepted or deferred (see Admission Policy) will be destroyed upon notification of the applicant. Name, telephone number and email address will be maintained on database for seven years.

Students

- Records to be maintained include all of the above plus: all written materials required in the curriculum, supervisor's notes and written feedback to the student, email communications, and any other written material or written summaries of verbal material which is related to their performance or enrolment as a student. These will be maintained in Centre Director's secure electronic files, and/or as hard-copy in secured storage.

Graduates

- The following records will be maintained in hard-copy for seven years: First page of application (Everything up to but not including the essays), the final evaluations written by the student and by the supervisor, the agreement for participation in a unit of CPE, the confidentiality agreement, signed copy of the orientation checklist, copies of the criminal record clearance and working with children cards and any documents produced related to the Corrective Action, Dismissal and Withdrawal Policy.
- Secure electronic files will be purged after seven years.
- All health records will be given to Occupational Health and archived according to RPH procedures.
- All other paperwork related to the student will be destroyed using RPH procedures for destruction of confidential documents.

- Database records will be maintained in perpetuity; contact details will be updated as graduates inform RPH of changes. Graduates will be informed about upcoming CPE courses, CPE-related events and opportunities, and job opportunities via email; each communication will include instructions for opting out of future communications.

Release of Records

- No RPH CPE records will be released without the written consent of the inquirer, applicant, student or graduate. When authorised to do so, a copy of the written consent will be maintained in secure storage in perpetuity. The following exceptions apply:
 - Confirmations of completion of a unit(s) of CPE when requested by the graduate's professional or credentialing organisation. In this case, no other information will be provided.
 - When mandated for legal purposes
 - Members of CPE Centre accreditation teams may view any CPE records, but will not be permitted to remove from RPH or make any form of copy of student records.
- Any graduate whose records remain on file will be provided written copies of any records on file. A record of the request and response will be kept in the file.

Transfer of records should the RPH CPE Centre cease to exist

- In the event of the closure of the CPE Centre, the accrediting CPE association will be notified, and all records will be transferred to its custody. Those whose records are on file at RPH will be notified of the transfer of records to the accrediting CPE association, and will be provided contact details of the association.

General Privacy Guidelines

- All materials generated in the course of a CPE unit which contain identifiable data (for example: videos and materials posted in the CPE Room) will be erased or destroyed before the end of the unit, with the following exception:
 - Any materials which will be used for credentialing and professional development of the RPH supervisor(s) involved in the unit. Students give their consent for this in the "Agreement for Participation in a unit of CPE". When used, the student material will have all identifiable information removed.
- Any student who violates the privacy of another student is subject to disciplinary action. (See Policy for discipline, dismissal and withdrawal.)
- Any RPH staff or contract worker who violates a student's privacy may be subject to disciplinary action according to RPH policies.

Glossary of Terms

Accrediting CPE Association: The Royal Perth Hospital CPE Centre is accredited by one or more CPE associations, including but not limited to the Association for Clinical Pastoral Education in Western Australia, Inc (ACPEWA). While not an accrediting body, the Association for Clinical Pastoral Education in Australia and New Zealand (ANZACPE) is an unincorporated association which provides opportunities for networking, professional education and opportunities for collaboration among seven incorporated CPE associations.

Adjunct Faculty: Any person, paid or unpaid, who contributes to the CPE program at the request of the Centre Director through teaching, assisting with orientation, clinical mentoring, or providing one-on-one consultation for a student.

Advisory Group: An informally constituted group of CPE program stakeholders who provide non-binding consultation, support and advocacy for the CPE program.

Applicant: Any person who has submitted complete application materials.

Application Materials: These include, but are not limited to the following: RPH Expression of Interest form, RPH Application New Students, RPH Application Returning Students. These include the personal details page, all required essays, letters of endorsement, email covering letters, and all documentation of email and verbal communications. Application and related forms are posted online on the ACPEWA website and the RPH CPE Centre website.

Association for Clinical Pastoral Education in Western Australia: an incorporated association which oversees the registration of CPE Centres and accreditation of Supervisors in Western Australia.

Australia New Zealand Association for Clinical Pastoral Education (ANZACPE): an unincorporated association of CPE Associations in Australia and New Zealand. Provides opportunities for professional networking and education of Supervisors and opportunities for collaboration between CPE associations

Centre for Wellbeing and Sustainable Practice: The RPH Centre which includes the following programs and activities: compassionate care for patients/families/loved ones, supportive care for clinicians and staff, professional education and formation in the community, professional education and formation within RPH, university and academic affiliations and professional education and formation within the Aboriginal Community (CPE is incorporated into each of these six areas)

Complainant: The person, typically a student, who presents a written complaint about a Supervisor, Adjunct Faculty member, another student or hospital staff member, or an educational or other component of the CPE program or centre.

Complaine: The person, typically a Supervisor, who is the object of a complaint.

Complaints Response Team: A group of three members, selected by the CPE Advisory Group and appointed by the Pastoral Care Coordinator, who are familiar with the Complaints Policy and who are capable of participating in the complaints procedure in an objective and unbiased manner.

Constituents: Organisations and associations which require or recommend individuals to complete a unit of CPE, support the program through financial or other means, collaborate in the provision of pastoral education, use CPE staff or resources in their work or help promote CPE to the wider community.

Corrective Action: An action designed to help a student function more effectively within the expectations set forth for CPE students. Corrective actions include verbal warnings, written warnings and probation.

Database: (Referred to as “CPE database” or “the database”) An Excel spreadsheet maintained on the Department of Health drive. The document is password-protected and access is available to the Centre Director and Assistant, RPH CPE Supervisors, and RPH Pastoral Care Coordinator.

Dismissal: A letter, once received by the student, signifies the end of the student’s enrolment in the CPE program and terminates all student rights and responsibilities specified in the ***Rights and Responsibilities Policy***.

Essential Program Element: Those persons and structures necessary for provision of CPE, the loss of which would prevent the completion of a unit of CPE or the beginning of another. These include a credentialed and competent supervisor, a peer group of at least three CPE students, accreditation by a CPE association, support of RPH and WA Department of Health.

Graduate: Any person who has been issued a certificate of graduation upon completion of a RPH CPE unit.

Group Supervision: A collective reference to all required curriculum components in which all CPE students and Supervisor(s) attend. Examples include spiritual practice, verbatim and teaching seminars, covenant group sessions, pastoral labs, end-of-week reflections, mid-term and final evaluations.

Individual Supervision: The formally established one-on-one sessions with the Supervisor, used for reviewing clinical practice and other matters related to your learning goals and the learning outcomes of the accrediting CPE Association’s *Standards*, including receiving the Supervisor’s final evaluation.

Inquirer: Any person who has expressed an interest in enrolling in CPE at RPH.

Non-discrimination: All interactions with inquirers, applicants, students, graduates and staff of the CPE Centre will be conducted in a manner which does not discriminate on the basis of race, gender or gender identity, age, religious/spiritual/philosophical affiliation or beliefs, national origin, sexual orientation, marital and family status, physical ability, or any other category included in the WA Department of Health, RPH, or accrediting CPE Association policies.

Pre-enrolment Materials: These include, but are not limited to the following: National Criminal History Record Check, National Police Clearance, Working with Children application or card, Multi-customer debtor advice form, Metro Area Parking Department (MAPD) parking application, Unremunerated Clinical Agreement, immunity and vaccination records, and documentation of email and verbal communications.

Probation: a specific period of time, not less than two weeks and not more than six weeks, within the CPE unit, in which the student's continuation in the unit is in jeopardy. Throughout the probationary period, the student is expected to enact specific behaviour change(s), which if not enacted will result in dismissal from the unit. Probation may include restrictions on the student's participation in components of the curriculum, including clinical practice.

Second Written Warning: An optional component in the escalation of corrective actions, given at the discretion of the Supervisor.

Secured Storage: A lockable cabinet located in the Pastoral Care space. Access is limited to the Centre Director and Assistant, RPH CPE Supervisors, and Pastoral Care Coordinator.

Standards: A document produced and maintained by a CPE Association in which governance requirements for CPE programs and competency requirements for Supervisors are delineated.

Student: Any person who has submitted a statement of intent to participate in the upcoming unit, a status conferred until the student is issued of a certificate of completion at the end of the unit, or withdraws, or is dismissed from the CPE program.

Unit: An accredited 400-hour program of CPE conducted according to RPH Policies in accordance with the Standards of the accrediting CPE Association. May also be referred to as "course".

Verbal Warning: a formal, but unwritten, notification given to the student in person whenever possible, through which the student is informed of the specific violation(s) and behaviour(s) which warrant change, and without change may result in more serious corrective action.

Withdrawal: An action initiated by the student, which ends the student's enrolment in the CPE unit and terminates all student rights and responsibilities specified in the ***Rights and Responsibilities Policy***.

Written Warning: a formal written notification given to the student in person whenever possible, through which the student is informed of the specific violation(s) and behaviour(s) which warrant change, the specific changes required, which if not enacted within a specified time period may result in more serious corrective action.