VA Southern Oregon Rehabilitation and Clinics provides a rich and unique learning environment for person interested in an ACPE CPE™ Residency program. The VA SORCC Mental Health Residential Rehabilitation Program is the only one of its scope and size in the Veteran’s Health Administration.
Contents
Accreditation Status .............................................................................................................................................. 2
Application and Selection Procedures ..................................................................................................................... 2
The Spiritual Care Setting ....................................................................................................................................... 4
Training Model and Program Philosophy ................................................................................................................ 5
Program Goals and Objectives .................................................................................................................................. 5
Program Structure ..................................................................................................................................................... 9
Training Experiences and Rotations ...................................................................................................................... 9
Evaluation & Maintenance of Records ................................................................................................................... 10
  Annual Notice ......................................................................................................................................................... 11
Facility and Training Resources ........................................................................................................................... 13
Administrative Policies and Procedures .................................................................................................................. 14
Training Staff ............................................................................................................................................................ 15
Facility and Training Resources ........................................................................................................................... 15
Additional CPE FAQ’s ........................................................................................................................................... 16
  Why do I need Clinical Pastoral Education? ........................................................................................................ 16
  Who Certifies Chaplains? ...................................................................................................................................... 16
  How well are chaplains accepted in the VA Southern Oregon Rehabilitation Center and Clinics? ................... 17
  What is Level I CPE? ........................................................................................................................................... 17
  What is Level II CPE? ........................................................................................................................................ 17
  What are differences between a CPE intern, resident and fellow? .................................................................... 17
Living in the Rogue Valley ..................................................................................................................................... 18
Accreditation Status

Clinical Pastoral Education (CPE) at the VA Southern Oregon Rehabilitation Center and Clinics (VA SORCC) is accredited by The Association for Clinical Pastoral Education (ACPE) to offer Level I and Level II ACPE CPE. Accredited programs offered by the ACPE may eligible for G.I. Bill reimbursement. Veterans will need to check with their G.I. Bill Benefits Office in order to determine their unique level of eligibility.

The Association for Clinical Pastoral Education, Inc.
One West Court Square, Suite 325
Decatur, GA, 30030
Phone: (404) 320-1472
www.acpe.edu  E: acpe@acpe.edu

The VA SORCC has been designated by the VA Office of Academic Affiliations as a Post-Masters Level II Clinical Pastoral Education Specialty program.

(The VA SORCC CPE program assumes no liability for non-VA webpages. Links may be changed after the publication of this resource and changes may not be reflected herein.)

Application and Selection Procedures

The application form is the standardized form located on the ACPE.edu website. It is located under ‘Resources/Forms/Forms and Applications.’ The link to the ACPE website is: http://s531162813.onlinehome.us/forms/

Complete the application and forward it to:
VA Southern Oregon Rehabilitation Center and Clinics
Clinical Pastoral Education Program (MS-125)
Rev. Joe McMahan, M.Div., BCC, ACPE Supervisor
8495 Crater Lake Hwy.
White City, OR 97503

Or email to: Joseph.Mcmahan@va.gov

The application deadline for CPE Residency positions is January 31 of each year. This allows the months of February and March for the entrance committee to meet and review applications, schedule interviews and make selections by April 1. Persons applying for a residency position are required to have four units (or will complete four units by August 31) of ACPE CPE and have a Master’s Degree (Master of Divinity is preferred). Applicants must be US Citizens in order to be considered for this position.

The CPE Residency is a stipended position running from October through September. Currently there are four funded residency positions in the CPE program. The Residency program includes providing continuous clinical service for the interval(s) between the first, second, and third units and after completion of the fourth unit.
Finally, it is important to note that a CERTIFICATION OF U.S. CITIZENSHIP is required to become a CPE Resident. The Federal Government requires that male applicants to VA positions who were born after 12/31/1959 must sign a Pre-appointment Certification Statement for Selective Service Registration before they are employed. It is not necessary to submit this form with the application, but if you match with this Residency and fit with the above criteria, it will be required. All Residents will have to complete a Certification of Citizenship in the United States prior to beginning the residency. We will not consider applications from anyone who is not currently a U.S. Citizen. The VA conducts random drug screening exams on randomly selected personnel, which can include new employees/residents. CPE residents may be randomly selected for drug screening prior to beginning work, and anytime after hiring, as are all permanent VA employees.

With four residency positions, internships are no longer available on a quarter-by-quarter basis. The CPE Supervisor, in consultation with the Chief of Chaplain Service and the Chair of the Professional Advisory Group will accept or decline participants for an internship based on the needs of the center and the competency of the applicant.

From all of the applications six persons will be invited to attend an Open House. The morning will consist of sitting in on didactics with current CPE Residents. The afternoon will be an informal meet and greet, and a brief tour of the facility. Candidates will be interviewed the next day. Applicants need to plan and prepare accordingly.

The following is a list of dates for 2017/2018 program.

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<tr>
<th>Deadline</th>
<th>Response to Applicant</th>
<th>Program Dates</th>
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<tr>
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<td>Deadline</td>
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<tr>
<td>January 31,</td>
<td>Applications for FY 2018 DUE</td>
<td>VA Orientation: October 03, 2016</td>
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<td>2017</td>
<td></td>
<td>October 10 to December 16, 2016</td>
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<tr>
<td>February 15,</td>
<td>Notice of receipt of materials and invitation to Open-house/interviews</td>
<td>January 02 to March 10, 2017</td>
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<td>2017</td>
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<tr>
<td>April 15, 2017</td>
<td>Offer Letters</td>
<td>April 03 to June 09, 2017</td>
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<td>May 15, 2017</td>
<td>Letters of Intent</td>
<td>June 26 to Sept 01, 2017</td>
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<td>VA Orientation: October 02-07, 2017</td>
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<td>October 09 to December 15, 2017</td>
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<td>March 26 to June 01, 2018</td>
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<td>June 18 to August 24, 2018</td>
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<td>October 08 to December 14, 2018</td>
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(Dates are subject to adjustment due to internal needs of the VA SORCC, the Chaplain Services Department, or the CPE Program.)

The Spiritual Care Setting

Nationally, the Department of Veterans Affairs exists to fulfill President Lincoln’s dream, “To care for him who shall have borne the battle and for his widow, and his orphan.” Thus, in his second inaugural address, President Lincoln affirmed the government’s obligation to care for those injured during the war and to provide for the families of those who perished on the battlefield. In the VA that mission is a timeless reminder of the fiduciary responsibility to care for our nation’s warriors.

The mission of VA Southern Oregon Rehabilitation Center and Clinics (VA SORCC) is:

The VA SORCC located in the Rogue Valley of Southern Oregon, is the nation’s only freestanding residential rehabilitation center. This type of care is defined by the Veterans Health Administration (VHA) as a “residential rehabilitation program that provides short-term rehabilitative and long-term health maintenance care for veterans who require minimal medical care.” Additionally, the VA SORCC houses an active ambulatory care clinic providing primary care, mental health care, and sub-specialty care to Veterans in the surrounding area and into four rural counties (Jackson, Josephine, Klamath, and Lake) in Southern Oregon and Northern California, where care is limited. In addition to our traditional clinics, our outpatient service also include Care Coordination Home Tele-health (CCHT) and Home Based Primary Care (HBPC).

The VA SORCC provides a residential program with a two-fold mission of providing biopsychosocial rehabilitation and long-term health maintenance. The VA SORCC offers an appropriate level of care for Veterans who do not require acute hospitalization or nursing home care but who cannot adequately provide for themselves in the community, and therefore need residential support. The VA SORCC adheres to Patient Centered Care Methodologies and Philosophy and provides safety, shelter, and food in a therapeutic, semi-structured, clean and sober environment. The VA SORCC provides a Holistic foundation for healthy lifestyle choices, effective social-skill building and higher-level clinical interventions and services when needed; all components to assist the Veteran in achieving optimal levels of functional independence, personal empowerment and health living. Although the primary VA SORCC program objective is to restore Veterans to independent or semi-independent community living, some Veterans require long-term health care maintenance.

The link to the VA SORCC website is:
(http://vaww3.va.gov/directory/guide/facility.asp?ID=146&dnum=All)

Comprising a daily average census of 365 residential care inpatients, our efforts focus on returning the Veteran to a healthy, productive lifestyle. Integrated rehabilitation and therapeutic services include Case Management, Substance Abuse Treatment Program (SATP), Evidence-Based Psychotherapies (EBP’s), Neuropsychological Assessment, a
Psychosocial Rehabilitation and Recovery Center (PRRC), a Mindful Action Group program (which includes a Ropes Course), Recreation Therapy, Vocational Rehabilitation/Employment Services, OIF/OEF/OND post-deployment Case Management, Native American Veterans Program, and Psychiatry Service. These programs are augmented and supported by additional programs including telehealth, care for homeless Veterans, community residential homeless Veteran Grant Per Diem Program, physical rehabilitation, prosthetics, ambulatory care clinic, group visits and disease management, community reentry, blind Veteran computer training (VIST), dental services, and a range of patient wellness clinics focusing on preventative health such as smoking cessation, relapse prevention, tuberculosis, diabetes, hypertension, and nutrition. Coordinated Home Telehealth (CCHT), Home Based Primary Care (HBPC), Women Veterans Healthcare (including Women’s Mental Healthcare), and minority Veteran’s programs are also offered.

Training Model and Program Philosophy

Clinical Pastoral Education (CPE) is theological and professional education for ministry. CPE was conceived by Dr. Richard Cabot as a method of learning pastoral practice in a clinical setting under supervision. The Rev. Anton Boisen enlarged the concept to include a case study method of theological inquiry - a study of the "living human document." Today many supervisors emphasize the importance of pastoral relationships being formed through an integration of personal history, behavioral theory and method, and spiritual development.

In CPE, theological students, ordained clergy, members of religious orders and qualified laypeople minister to people in crisis situations while being supervised. Out of intense involvement with the supervisor, other students, people in crisis, and other professionals, CPE students are challenged to improve the quality of their pastoral relationships. Through pastoral practice, written case studies and verbatim, individual supervision, seminar participation, and relevant reading, students are encouraged to develop genuine caring relationships. Through viewing complicated life situations from different viewpoints, chaplain residents are able to gain new insights and understanding about the human situation. Theological reflection is important in CPE as chaplain residents seek ways to integrate theology with life experience.

Essential elements in CPE include an accredited CPE center ready to receive students, certified CPE supervisor(s) to provide pastoral supervision, a small group of peers engaged in a common learning experience, providing pastoral care to people in crisis, detailed reporting of pastoral practice, a specific time period, and an individual learning contract.

Program Goals and Objectives

(Program goals and objectives for Level I and Level II ACPE CPE™ are taken from the 2016 Association for Clinical Association Standards Manual.)
At the conclusion of CPE Level I students are expected to be able to demonstrate the integration of their learning in the following areas:

**Pastoral Formation:**

The student will be able to articulate central themes of one’s religious heritage and theological understanding that informs one’s ministry. (ACPE Standard 311.1)

The student will be able to identify and discuss major life events, relationships and cultural contexts that influence personal identity as expressed in pastoral functioning. (ACPE Standard 311.2)

The student will be able to initiate peer group and supervisory consultation and receive feedback about one’s ministry practice. (ACPE Standard 311.3)

**Pastoral Competence:**

The student risks offering appropriate and timely critique with peers and supervisors. (ACPE Standard 311.4)

Recognizes relational dynamics within group contexts. (ACPE Standard 311.5)

Demonstrate integration of conceptual understandings presented in the curriculum into pastoral practice. (ACPE Standard 311.6)

The student will be able to initiate helping relationships within and across diverse populations. (ACPE Standard 311.7)

**Pastoral Reflection:**

Utilize the clinical methods of learning to achieve one’s educational goals. (ACPE Standard 311.8)

Formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses identified through self-reflection, supervision and feedback. (ACPE Standard 311.9)

At the conclusion of CPE Level II students are expected to demonstrate the integration their learning in the following areas:

**Pastoral Formation:**

Articulate an understanding of the pastoral role that is congruent with one’s personal and cultural values, basic assumptions and personhood. (ACPE Standard 312.1)
Pastoral Competence:

Provide pastoral ministry to diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, and justice and applied clinical ethics and issues without imposing their own perspectives. (ACPE Standard 312.2)

Demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/confrontation, crisis management, and appropriate use of religious/spiritual resources. (ACPE Standard 312.3)

Assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences. (ACPE Standard 312.4)

Manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear accurate professional communication. (ACPE Standard 312.5)

Demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, and clear and responsible boundaries. (ACPE Standard 312.6)

Pastoral Reflection:

Establish collaboration and dialogue with peers, authorities and professionals. (ACPE Standard 312.7)

Demonstrate awareness of the Spiritual Care Collaborative Common Standards for professional chaplaincy. (ACPE Standard 312.8)

Demonstrate self-supervision through a realistic self-evaluation of his/her pastoral functioning. (ACPE Standard 312.9)

As a specialty program, the CPE Resident is expected to demonstrate integration and synthesis of the Objectives in the ACPE Standards. As such the Objectives of the ACPE will be a primary focus for CPE Residents.

2016 CLINICAL PASTORAL EDUCATION OBJECTIVES

PASTORAL FORMATION:

309.1 To develop Student’s awareness of themselves as ministers and the ways their ministry affects persons.
309.2 To develop students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

309.3 To develop students’ ability to engage and apply the support, confrontation and clarification of their peer group for the integration of personal attributes and pastoral functioning.

**PASTORAL COMPETENCE:**

309.4 To develop students’ awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

309.5 To develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.

309.6 To develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

309.7 To teach students the pastoral role in professional relationships and how to work effectively as a member of a multidisciplinary team.

309.8 To develop students’ capacity to use one’s pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care and pastoral counseling.

**PASTORAL REFLECTION:**

309.9 To develop students understanding and ability to apply the clinical method of learning.

309.10 To develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.

**STANDARD 310** Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate the students’ achievement of the following additional objectives:

310.1 To afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.

310.2 To provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.

310.3 To provide students opportunities to demonstrate pastoral competence in the practice of the specialty.
Program Structure

The VA SORCC ACPE CPE™ Program offers four standard units (11 weeks /forty hours per week) year round in the fall, winter, spring and summer. Four year-long residencies are also offered every year. A unit of CPE is 400 hours, and students participate in at least 100 hours of class time that includes case presentations (verbatim), didactics and interpersonal relationship group time. Approximately 250 hours is dedicated to patient care, and about 50 hours is provided in a unit for the student to work on presentations, etc.

The chaplain residents function as chaplains throughout the facility providing spiritual care within treatment teams, while working alongside physicians, nurses, social workers and other professionals. Adjunct faculty are utilized from within the VA SORCC as appropriate to the needs of the CPE program and the students. We encourage CPE Residents to adhere to a 40-hour work week, although fluctuations in workload may sometimes require more time to pursue training-related readings or other relevant activities. Persons accepted into this program need to possess strong executive function skills.

Training Experiences and Rotations

VA SORCC is a residential drug and alcohol addiction and rehabilitation center. The primary focus is centered on the nearly 265 residents who are participating in programs ranging from 6 to 18 months. Depending on the variable of fluctuating population, 70-80% of Veterans have a dual diagnosis of addiction and mental health needs. Veterans come from all over the United States including Alaska and Hawaii. There is a diversity of socio-economic, ethnic, and religious backgrounds represented in both the patients and the staff. In many cases the VA SORCC is considered the program for Veterans with the highest severity of drug and alcohol addiction problems.

Currently, CPE Residents are provided a ‘panel’ of patients with whom they are responsible to provide spiritual care while the patient is participating in their rehabilitation program. The aim is that the resident and Veteran develop a spiritual care relationship that becomes bridge for learning about various mental health dynamics, addiction and spirituality.

Residents serve on a rotating basis in the following areas:

Home Based Primary Care (HBPC)

HBPC provides health care services to the homes of Veterans who have complex health care needs and for whom routine clinic-based care is not effective. Within this context, the CPE Resident operates to provide spiritual care to Veterans who request it, and to educate the HBPC team about the complex spiritual care dynamics associated with the Veteran’s disease process. The VA SORCC HBPC population is largely geriatric and significantly rural. Interprofessional consultation and collaboration is a
necessary and frequent component of the rotation and includes collaboration with HBPC team members such as Social Workers, Pharmacists, Nurse Practitioners, Physicians and Psychologists.

**Supportive Transitional Program (STePs)**

STePs is unique multidisciplinary residential 64-bed treatment program serving veterans with chronic health conditions, (e.g., Diabetes, CHF, mobility impairment), mental illness (e.g., PTSD, Depression, Anxiety, Severe Mental Illness) and co-occurring substance use disorders who require additional structure and support to address psychosocial rehabilitation. CPE Residents develop relationships with Veterans and provide a general spirituality class to those who desire to participate.

**Co-occurring Rehabilitation and Education (CORE)**

The CORE program is a 190 bed substance use disorder (SUD) treatment at the VA SORCC. The program is designed for persons to participate in 60 or 120 day treatment programs. There is a balance of SUD programming with Mental Health services. Veterans in this program are scheduled in activities and classes typically all day Monday-Friday.

**Community Reintegration Program (CRP)**

The 75-100 bed CRP program is designed to assist homeless Veterans with SUD to develop skills and strategies for reintegrating back into life in the community. Skills focus on essential tasks and functions for employability, housing and tasks of daily living. This emphasis on vocational rehabilitation is a supportive environment attempts to have the Veteran reintegrated in community life in approximately 120 days with active follow-up and participation in outpatient programs.

**Chaplain Classes**

The Chaplain Service offers Veterans a combination of open and closed classes. Open classes are available for Veterans to attend on a drop-in basis. Closed classes are filled by referral and a screening process. Open classes include a grief class, a spiritual discernment class, Bible Study, and a Christian recovery class. CPE Residents rotate in leading three ‘closed’ classes during their residency. CPE Residents are provided a curriculum that is selected to interface with the sequential curriculum of the residency. The classes cover grief, forgiveness and building spiritual strength.

**Evaluation & Maintenance of Records**

For each unit of ACPE CPE™ that a student participates in they complete a mid-unit and final self-evaluation. They also receive an evaluation from the ACPE Supervisor at the end of each unit. End of Unit evaluations are discussed by the ACPE CPE Supervisor and CPE Resident and can be modified by consensus. Evaluations note if
credit is ‘granted’ or ‘not-granted’. Completed units are registered with Association of Clinical Pastoral Education.

The VA SORCC ACPE CPE™ Center abides by the Family Education Rights and Privacy Act (FERPA). Evaluations under FERPA are maintained by the center for a maximum of ten years. The Annual Notice which is provided in the Student Handbook (Policy CHAP SER/CPE 207) follows:

**Annual Notice**

To assure that the ACPE Clinical Pastoral Education program maintains student records in compliance with ACPE Standards and a manner which addresses confidentiality, access, content, and custody of student records and complies with the Family Education Rights and Privacy Act (FERPA).

**POLICY:**

VA SORCC guarantees to its ACPE students the right to inspect and review their education records, seek to amend them, to specify control over the release of their record information and to file a complaint against the program for alleged violations of these FERPA rights.

VA SORCC shall maintain records in a manner consistent with the Guidelines for Student Records as appears in Appendix 7B, ACPE 2016 Accreditation Manual. Those guidelines are given to the students during the orientation phase of their CPE learning experience.

**PROCEDURES:**

I. Directory Information

Directory information is student information not generally considered harmful or an invasion of privacy if released. It includes the student’s name, address, email, telephone number, date of birth, religious preference and/or denomination and may include a photo.

The student’s name, address, denomination and unit of CPE successfully completed will be sent to the ACPE office on the ACPE Student Unit Report at the completion of each unit of CPE.

All other information is released only with the student’s written, signed, dated consent specifying which records are being disclosed, to whom, and for what limited purpose.

Students can restrict or opt out of the release of directory information by giving a written and signed memo to the ACPE Supervisor.
II. Student Record

An ACPE Student record at VA SORCC is any record (paper, electronic, video, audio, biometric, etc.) directly related to the student from which the student’s identity can be recognized. In addition, our student records are maintained by the ACPE Supervisor or in the event the ACPE Supervisor is unavailable, the Chief of the Chaplain Service.

A copy of the ACPE Supervisor’s evaluation report will be given to the student. The supervisor’s evaluation, the student’s evaluation, and the ACPE application face sheet are part of the student record.

III. Records Management

VA SORCC will keep student records for at least ten years. These records shall not be open to anyone outside the ACPE center except with the student’s written request unless the release of information would protect the health or safety of the student or others and for the purpose of accreditation or complaint review or as required for legal processes. After ten years, VA SORCC will destroy the student record except for the face sheet with identification information.

If and when our ACPE program closes, the Regional Accreditation Chair arranges the secure storage of all student records of the closed program. Records are to be shipped to the ACPE, c/o Accreditation.

Students will be able to review their record within no more than 45 days of their request. Record inspection cannot be denied based on the student’s inability to come to our Center or outstanding financial obligations. In the latter case, we will note on the copy sent, “not available for official use.” When a student record contains identifiers of another student, those will be redacted.

Students are responsible for maintaining their own files for future use. VA SORCC CPE program will not keep a permanent file or evaluation reports. CPE students are expected to give written consent for copies of the supervisor’s evaluation reports (and their own if applicable) to be sent to individuals or their theological school.

A student has the right to object to the record content. If not negotiable, the written objection will be kept with and released with the record. Grades are exempted from this right.

Health records (mental and physical) must be kept in locked limited access files separate from other student records. Their use and release is also subject to ADA and HIPPA regulations. Certain safety and employment records are also subject to other federal regulations and state laws and are kept separately.
Material written by students, such as verbatim and case histories that contain information about other persons, including other students, will either be destroyed or, if they are part of the student’s record will have the identifiable information about everyone other than the student redacted.

Supervisory Notes are process notes kept by the ACPE Supervisor. These process notes are for the exclusive use of the supervisor and are not considered a part of the student’s record. They are kept separately from the student record.

Persons seeking certification as an ACPE supervisor shall not use personally identifying material about CPE students without the written permission of the student. In short, either the identity of the student must be redacted or the student must give written permission to use the material.

IV. ACCESS TO STUDENT RECORD

All of our CPE Student Records are kept in a locked file cabinet in the office of the ACPE Supervisor. Based on their role in the center, only education officials have access to student records without student consent. The Supervisor of the CPE program, A Chaplain Service Program Staff Assistant may access the student record only for administrative purposes (i.e., filing, copying and forwarding documents).

Based on legitimate educational interest for selection, assessment, and evaluation of students, if information in student records or in our ACPE Supervisor’s records is considered of research value, the Student files maybe accessed by another ACPE Supervisor who desires to collect and use the students materials for research. A release of information form will be made available for the student’s signature. No personally identifiable material will be used for research without the student’s written permission for its use.

V. VIOLATIONS

Violations of these protocols may be reported the Chair of the Accreditation Commission at: Association for Clinical Pastoral Education (ACPE), One West Court Square, Suite 325, Decatur, GA, 30030.

Facility and Training Resources

Each Chaplain resident is provided assignments that require her to function in a way that addresses the spiritual and emotional issues of patients and, in rare cases families. Verbatim Conferences and Interpersonal Relationship Groups are held within the context of this program, in order to address the learning that is a part of the ministry. In addition, individual supervisory sessions with a mutually agreed upon learning contract are integral to this program. Some focused reading and seven verbatim accounts and a final self-evaluation make up the written requirements. Residents lead spiritual
reflections for their peer group, and may participate in leading Sunday Worship services as their tradition may authorize.

**Administrative Policies and Procedures**

CPE Residents earn Annual Leave and Sick Leave. They are also eligible to enroll in health care insurance plans. (Exceptions to this would apply to a resident fulfilling the last half of a year. Human Resources will review the applicant and assign benefits.) **If offered a residency position, all CPE applicants are expected to provide a current Basic Life Support (BLS) card when they sign and submit their letter of intent.**
Training Staff

Your supervisor will be the ACPE Supervisor of ACPE CPE™, Chaplain Joe McMahan. And, chaplain residents also have the opportunity to work alongside of the staff chaplains at the VA SORCC. Joe McMahan has been supervising CPE since 2010. He has experience in both congregational and clinical settings. From 1996 to 2009, he was the Director of Pastoral Care for Asante Health System in Southern Oregon, and supervised chaplains in two medical centers and a hospice program that covered two counties. Adjunct faculty in persons both in the area and from within the facility. There is a formal agreement with the Mental Health Service Line which enrichens the experience for CPE Residents.

Facility and Training Resources

Each CPE resident is provided with his/her own desk equipped with a personal computer in a designated area. All personal computers are connect to the VA Computerized Patient Recording System (CPRS), the VistA system, e-mail, Internet and VA intranet. Telephones with voicemail are also provided. A rotation may require that a resident share space with other VA SORCC personnel. Personal computers include programs such as Outlook, Word, Excel, and Power Point. The Chaplain Service maintains a ‘shared drive’ where important forms and other information are archived and updated as needed.
Additional CPE FAQ’s

Why do I need Clinical Pastoral Education?

The ‘gold standard’ for professional chaplaincy is to become a Board Certified Chaplain. The industry standard is four units (1600 hours) of Clinical Pastoral Education and a Master’s Degree often in one of three areas: 1) Master of Divinity, 2) Master of Theology and 3) Masters in Counseling. (Other degrees or educational experience may qualify for an equivalency.) There are six primary organizations that certify chaplains (listed below), so it is imperative that candidate checks with the organization that they desire to be certified with to be sure that they meet the prerequisites and qualifications of the organization that they desire certification from.

The Association for Clinical Pastoral Education (ACPE) does not certify chaplains. All units of CPE are registered with the ACPE and students also receive ‘certificates of completion’ from this center for each unit that they successfully finish.

Who Certifies Chaplains?

The certification of chaplains lies primarily with each certifying body. It is the responsibility of each person pursuing a career in chaplaincy to educate themselves regarding the qualifications of the organization that they desire to receive certification from. The VA SORCC ACPE CPE™ program assumes no responsibility for an individual’s certification process. The ACPE Supervisor can provide consultation however; each organization has persons who are trained to mentor individuals through that organization’s unique process.

The primary certifying organizations are:
- Association of Professional Chaplains (APC) www.professionalchaplains.org
- American Association of Pastoral Counselors (AAPC) www.aapc.org
  - Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP) http://www.spiritualcare.ca/
  - National Association of Catholic Chaplains (NACC) www.nacc.org
  - National Association of Jewish Chaplains (NAJC) www.najc.org
  - National Association of Veterans Affairs Chaplains (NAVAC) https://www.google.com/#q=national+association+of+va+chaplains
- Spiritual Care Association https://www.spiritualcareassociation.org/
How well are chaplains accepted in the VA Southern Oregon Rehabilitation Center and Clinics?
CPE has been part of VA SORCC since 2013. Chaplains have been employed since the early 1950’s. Chaplains are counted upon to be actively involved in the care of the patients, and CPE is being integrated into various disciplinary teams.

What is Level I CPE?
This level of CPE is for all people who are taking their first and second units of CPE. It is an opportunity to learn about CPE, make some important self discoveries, and take some risks in initiating relationships, giving critique, and identifying personal strengths and growing edges in ministry.

What is Level II CPE?
Level II CPE includes developing pastoral reflection, pastoral formation, pastoral competence, and for some people pastoral specialization. The outcomes of level I CPE are necessary to complete before beginning Level II CPE.

What are differences between a CPE intern, resident and fellow?
Interns

This section is provided as an explanation generally regarding interns in the Veteran’s Health Administration. Currently, there are no internships available at the VA SORCC.

The Objectives of ACPE state (ACPE Standards 309.1-309.10) the scope of CPE includes the development of pastoral formation, competence and reflection. Interns are encouraged to actively use all components of their program in their development as pastors and persons. The heart of CPE during an internship involves the student’s reflections in the following areas:

- Developing active listening skills
- The acceptance and meaning of others core beliefs
- An emerging ability to communicate clearly with patients, families, and with colleagues
- Beginning to understand one’s personal history and movement into ministry
- Learn to articulate how one’s theological perspective influences the provision of their spiritual care
- An emerging desire to risk and learn in CPE
- An initial awareness of the importance of confidentiality and ethics
- An increasing ability to organize, think and act as an effective person in ministry
- An emerging ability to effectively use group process and to trust and utilize supervision and consultation
Persons who take CPE as interns are 'Without Compensation' (WOC’s). Currently interns commit to a standard 11 to 12 week program. A unit of CPE is 400 hours. The intern completes 100 hours of course time and typically splits clinical time (250 hours) with reflection (50 hours). Interns assist in providing on-call coverage and rotate with their peers on a weekly basis.

CPE Residents

Persons who take CPE as residents receive a stipend. Residents commit to a year-long program comprised of four standard units of ACPE CPE™. A unit at the VA SORCC CPE Program is a 10 to 11 week program. (An additional week is added to the first unit to complete employee orientation.) A unit of CPE is 400 hours. The resident completes 100 hours of course time and typically splits clinical time (250 hours) with reflection (50 hours). Residents assist in providing on-call coverage and rotate with their peers on a weekly basis.

CPE Fellowships

A CPE Fellow is a training opportunity for specialized training for ministry that is offered in many VA ACPE CPE™ centers. Pre-requisites include an ACPE CPE™ Residency. Areas of specialty include, Mental Health, Palliative Care and Addictions. The VA SORCC CPE program does not offer opportunities for Fellowships. Questions regarding Fellowship opportunities should be directed to the VA National Chaplain Center in Hampton, VA.

Phone: (757)728-3180
The link to the National VA Chaplain Center is: http://www.patientcare.va.gov/chaplain/

Living in the Rogue Valley

Medford is the largest city near the VA SORCC (20-minute drive), with the smaller nearby communities of Grants Pass (40 minutes) and Ashland (35 minutes) comprising the other major population densities of the Rogue Valley. The area is known for its scenic beauty, surrounded by such landmarks as Upper and Lower Table Rock buttes, with Mount McLoughlin of the Sky Lakes Wilderness in the distance. Crater Lake National Park and the Oregon Caves National Monument are both less than a 2-hour drive from Medford, and both have multiple campsites along the way. A little farther from the city, one can take a day trip to the ocean (2.5-hour drive) through the famous Redwood National and State Parks of northern California.

The climate is generally mild and sunny, with average high temperatures around 45 in the winter and 90 in the summer. Rainfall averages around 20 inches per year. The climate and geography of southern Oregon support year-round outdoor activity, including hiking, white-water rafting/kayaking, cycling, camping and fishing. Given the proximity to Mount Ashland (15-minute drive from Ashland), snow sports are readily accessible.
available, including skiing, snowboarding, snowshoeing, winter camping and sledding, etc. Mount Ashland (and the surrounding area) also supports the growth of popular endure-style mountain biking.

The area is also known for its dense cultural recreational opportunities including theatre and music, especially in Ashland and Jacksonville. The Rogue Valley has some of the best soil in the country, with a long-standing agricultural tradition, and is now famous for its prolific vineyards. Larger metropolitan areas are also accessible, with flight time to San Francisco less than 2 hours, driving time to Eugene 2.5 hours and drive time to Portland 4.5 hours (1-hour flight).

Informative Websites
http://www.southernoregon.va.gov/
http://southernoregon.org/
http://www.ci.medford.or.us/
http://www.ashland.or.us/