

VETERANS AFFAIRS  
SOUTHERN OREGON  
REHABILITATION  
CENTER & CLINICS  
CPE FELLOWSHIP IN  
MENTAL HEALTH  
AND SUBSTANCE  
ABUSE

VA Southern Oregon Rehabilitation and Clinics provides a rich and unique learning environment for person interested in an ACPE CPE Fellowship program. (rev. 10.01.2018)

*October 01, 2018*



**DEPARTMENT OF VETERANS AFFAIRS**  
**VA Southern Oregon Rehabilitation Center & Clinics**  
**Rev. Joe McMahan, M.Div, BCC**  
**ACPE CPE Educator**  
**Chaplain Service ACPE CPE Program (125)**  
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## **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).

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

Currently the VA SORCC ACPE CPE (CPE) is a is accredited to offer Level I and Level II Specialty 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.

In accordance with ACPE accreditation standards, the VA SORCC ACPE CPE program is supported by an advisory committee that includes membership from the facility and the local community.

*(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. )*

## **VA Mission**

To fulfill President Lincoln's promise "To care for him who shall have borne the battle, and for his widow, and his orphan" by serving and honoring the men and women who are America's Veterans.

## Core Values

VA's five core values underscore the obligations inherent in VA's mission: Integrity, Commitment, Advocacy, Respect, and Excellence. The core values define "who we are," our culture, and how we care for Veterans and eligible beneficiaries. Our values are more than just words – they affect outcomes in our daily interactions with Veterans and eligible beneficiaries and with each other. Taking the first letter of each word—Integrity, Commitment, Advocacy, Respect, Excellence—creates a powerful acronym, "I CARE," that reminds each VA employee of the importance of their role in this Department. These core values come together as five promises we make as individuals and as an organization to those we serve.

**Integrity:** Act with high moral principle. Adhere to the highest professional standards. Maintain the trust and confidence of all with whom I engage.

**Commitment:** Work diligently to serve Veterans and other beneficiaries. Be driven by an earnest belief in VA's mission. Fulfill my individual responsibilities and organizational responsibilities.

**Advocacy:** Be truly Veteran-centric by identifying, fully considering, and appropriately advancing the interests of Veterans and other beneficiaries.

**Respect:** Treat all those I serve and with whom I work with dignity and respect. Show respect to earn it.

**Excellence:** Strive for the highest quality and continuous improvement. Be thoughtful and decisive in leadership, accountable for my actions, willing to admit mistakes, and rigorous in correcting them.

[https://www.va.gov/about\\_va/mission.asp](https://www.va.gov/about_va/mission.asp) (accessed 2018.08.31)

## VA SORCC Mission

VA SORCC is dedicated to healing the minds, bodies and spirits of those who served.

## 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: <https://www.acpe.edu/ACPE/Resources/Forms.aspx>

Applicants must submit a CPE Application with all previous unit evaluations, a copy of Seminary Diploma from a Seminary that is Accredited by an agency recognized by the US Department of Education.

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 CPE Educator  
8495 Crater Lake Hwy.  
White City, OR 97503

Or email to: [Joseph.Mcmahan@va.gov](mailto:Joseph.Mcmahan@va.gov)

The application deadline for ACPE CPE Fellowship positions is **February 15** 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 fellowship position are required to have one unit of ACPE CPE and have a Master's Degree (Master of Divinity is preferred). Applicants **must** have completed four units of ACPE CPE when they start the program in October. Applicants must be US Citizens in order to be considered for this position.

The CPE Fellowship is a stipended position running from October through September. Currently there are **four** funded fellowship positions in the CPE program. The Fellowship program includes providing continuous clinical service for the two week 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 Fellow. 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 Fellowship and fit with the above criteria, it will be required. All Fellows will have to complete a Certification of Citizenship in the United States prior to beginning the fellowship. 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/students. CPE Fellows may be randomly selected for drug screening prior to beginning work, and anytime after hiring, as are all permanent VA employees.

With the addition of four fellowship positions, we are unable to take interns on a quarter-by-quarter basis.

**Salary:** The current salary for FY2019 (October 2018 to September 2019) is \$32,300. At the time of publication the salary for FY 2020 has not been released.

### **Requirements:**

If accepted into the program, the following information **must** be provided with the signed letter of intent:

- Proof of a physical exam in the within 12 months of the program start date, to include:
  1. *Documentation of Hepatitis B Vaccine.*

2. *Documentation of TB Screening.*

- *RedCross Heartsaver Basic Life Support (BLS) card.*
- Documentation of an annual influenza vaccination by November 30<sup>th</sup>. The influenza vaccination can be completed on site. Trainees that decline vaccination must wear a face mask while at the VA healthcare facility.
- Gender Assigned at Birth.

**Anticipated Calendar**

The following is a list of anticipated dates for the 2019/20 program.

<b>Milestone</b>	<b>Action</b>	
February 15, 2019	Response to Applicant: March 01, 2019	
March 01 to April 15, 2019	Schedule interviews/References	
May 15, 2019	Deadline to declare intent	

<b>Unit Dates for FY 2020</b>	
First (Fall) Unit	VA Orientation: September 30, 2019 October 07 to December 13, 2019
Second (Winter) Unit	January 06 to March 13, 2020
Third (Spring) Unit	April 06 to June 12, 2020
Fourth (Summer) Unit	June 22 to August 28, 2020

*(Dates are subject to adjustment due to internal needs of the VA SORCC, the Chaplain Services Department, and/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 includes 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 healthy 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 150-200 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, Domiciliary Care for Homeless Veterans (DCHV), 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 educators 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 educator, 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 fellows are able to gain new insights and understanding about the human situation. Theological reflection is important in CPE as chaplain fellows seek ways to integrate theology with life experience.

Essential elements in CPE include an accredited CPE center ready to receive students, certified CPE educator(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.)

### **LEVEL I OUTCOMES**

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. At the conclusion of CPE Level I students are able to:

#### **Pastoral Formation:**

articulate central themes and core values of one's religious/spiritual heritage and theological understanding that informs one's ministry. (ACPE Standard 311.1)

to identify and discuss major life events, relationships social location, cultural contexts and social realities that influence personal identity as expressed in pastoral functioning. (ACPE Standard 311.2)

initiate peer group and supervisory consultation and receive feedback about one's ministry practice. (ACPE Standard 311.3)

#### **Pastoral Competence:**



risk offering appropriate and timely critique with peers and supervisors. (ACPE Standard 311.4)

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

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

initiate helping relationships within and across diverse populations. (ACPE Standard 311.7)

### **Pastoral Reflection:**

use 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 as identified through self-reflection, supervision and feedback. (ACPE Standard 311.9)

## **LEVEL II OUTCOMES**

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 with 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 one's own perspectives. (ACPE Standard 312.2)

demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/transformation 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 Common Qualifications and Competencies for Professional Chaplains. Note:the ACPE Standards and Code of Ethics supersede these standards.. (ACPE Standard 312.8)

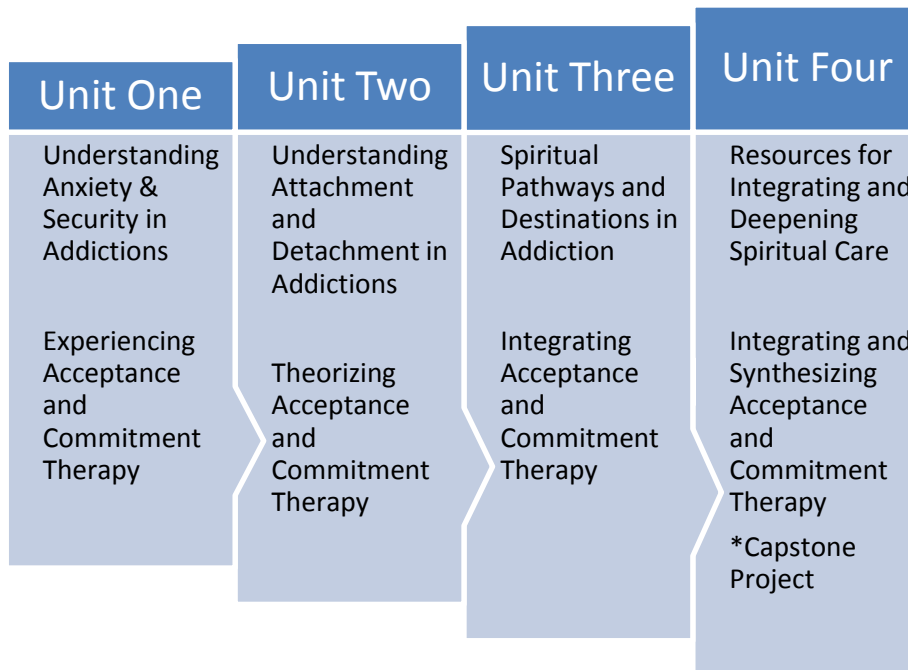
demonstrate self-supervision through a realistic self-evaluation of pastoral functioning. (ACPE Standard 312.9)

## **Program Structure**

The VA SORCC ACPE CPE Program offers four standard units (10 weeks /forty hours per week) year round in the fall, winter, spring and summer. 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 fellows 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 Interns/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.

As illustrated below each unit builds on the previous unit. Fellows are expected to commitment to integrating and synthesizing the curriculum over the course of the year.



\*Satisfactorily completing the Capstone Project is a requirement for receiving a Certificate of Completion in the Fellowship in Mental Health and Substance Use. Certificates are provided for completing each individual unit of ACPE CPE.

## Training Experiences and Rotations

VA SORCC is a residential drug and alcohol addiction and rehabilitation center. The primary focus is centered on the nearly 150-200 residents who are participating in programs ranging 90 to 120 days. *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 Fellows 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.

The following diagram illustrates the current team philosophy in place in the Residential Treatment Program (RRTP) at VA SORCC.



### *Team Focus and Emphasis*

As the above diagram suggests there are five different points of care for Veterans. Four of those teams (Teams I-IV) focus on Mental Health and Substance Use Disorders. One team (Team V) focuses on care of the homeless Veteran population. While not illustrated

above, the Chaplain Service provides 'blanket' support to the various teams, and often works conjointly with the team members in planning care of the Veterans.

Over the course of the year, CPE Fellows will rotate each quarter through four of the teams. Each student will rotate into Team V to have experience serving that population as well as to learn about some of the resources that are available to assist homeless Veterans.

### *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 based recovery class. CPE Fellows rotate in leading three 'closed' classes during their fellowship. CPE Fellows are provided a curriculum that is selected to interface with the sequential curriculum of the fellowship. 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 Educator at the end of each unit. End of Unit evaluations are discussed by the ACPE CPE Educator and Fellow and may 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 mimum 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 Educator.

#### 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 Educator or in the event the ACPE Educator is unavailable, the Chief of the Chaplain Service.

A copy of the ACPE Educator's evaluation report will be given to the student. The educator'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 educator'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 Educator. These process notes are for the exclusive use of the educator 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 educator 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 Educator. Based on their role in the center, only education officials have access to student records without student consent. The Educator 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 Educator's records is considered of research value, the Student files maybe accessed by another ACPE Educator 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 Fellow is provided assignments that require him/her to function in a way that addresses the spiritual and emotional issues of patients and, in rare cases families. Case Consultations and Interpersonal Relationship Groups are held within the context of this program, in order to address responses to learning in this type of facility. In addition, individual supervisory sessions with a mutually agreed upon learning covenant are integral to this program. Some focused reading, weekly reflections for Individual Supervision, and seven verbatim accounts, a mid-unit and a final self-evaluation make up the core written requirements. Fellows 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 Fellows earn Annual Leave and Sick Leave. They are also eligible to enroll in health care insurance plans. (Exceptions to this would apply to a student fulfilling the last half of a year. Human Resources will review the applicant and assign benefits.)



## Training Staff

Chaplain Joe McMahan is the ACPE CPE Educator. Chaplain Fellows also have the opportunity to work alongside of the staff chaplains at the VA SORCC. Joe McMahan has been supervising ACPE 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. The program invites adjunct faculty persons both in the area and from within the facility to round out the educational experience. There is a formal agreement with the Mental Health Service Line which enriches the experience for ACPE CPE Fellows.

## Facility and Training Resources

Each CPE fellow 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 fellow share space with other VA SORCC personnel. Desktop 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. Chaplain Fellows are expected to adhere to all guidelines for the use of electronic equipment while participating in the fellowship.

Due to the reliance on technology, in order to be successful in this program, persons must have an above average proficiency with electronic equipment in order to utilize the various applications that are part of our daily professional functioning.

## 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 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/>

## Additional CPE FAQ's

The following section is intended to answer general questions regarding ACPE CPE in the context of one's becoming a professional chaplain.

### 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 Educator can provide consultation however; each organization has persons who are trained to mentor individuals through that organization's unique process.

While not inclusive of all certifying organizations, the primary certifying organizations are:

- Association of Professional Chaplains (APC)  
[www.professionalchaplains.org](http://www.professionalchaplains.org)
- American Association of Pastoral Counselors (AAPC)  
[www.aapc.org](http://www.aapc.org)
- National Association of Catholic Chaplains (NACC)  
[www.nacc.org](http://www.nacc.org)
- National Association of Jewish Chaplains (NAJC)  
[www.najc.org](http://www.najc.org)
- Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP)  
<http://www.spiritualcare.ca/>
- National Association of Veterans Affairs Chaplains (NAVAC)  
<https://www.google.com/#q=national+association+of+va+chaplains>

## How well are chaplains accepted in the VA Southern Oregon Rehabilitation Center and Clinics?

ACPE 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 ACPE CPE?

This level of ACPE 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 ACPE CPE?

Level II ACPE 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 an intern, resident and fellow?

### Interns

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 ACPE CPE as interns are 'Without Compensation' (WOC's). A unit of ACPE 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.

Typically, Interns are involved in either their first or second year of graduate school when they enroll in an ACPE CPE internship. Due to the variety of academic programs in the Northwest, seminarians can participate in internships year-round to meet the various demands of their professional development. Due to internal constraints within the program, Internships are **not** available at VA SORCC.

### CPE Residents

Persons who take ACPE 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 ACPE 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. There are no ACPE CPE residencies available at VA SORCC.

### CPE Fellowships

A CPE Fellowship 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. In the VA, areas of specialty include, Mental Health and Substance Use, Palliative Care and Hospice. The VA SORCC CPE program does offer opportunities for Fellowships in Mental Health and Substance Use. General 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/>