

Please respond to each of the following items. Your typed responses on separate pages would be appreciated.

1. Please complete the attached form and mail to the program to which you are applying. Read instructions carefully before submitting. International applicants have additional requirements and deadlines. You may want to make a copy of a blank form before entering any data.
2. A reasonably full account of your life. Include, for example, significant and important persons and events, especially as they have impacted, or continue to impact, your personal growth and development. Describe your family of origin, current family relationships, and important and supportive social relationships.
3. A description of your spiritual growth and development. Include, for example, the Spiritual/Values-Based Orienting System into which you were born and describe and explain any subsequent, personal conversions, your call to spiritual care, religious or spiritual experiences, and significant persons and events that have impacted, or continue to impact, your spiritual growth and development.
4. A description of your work (vocational) history. Include a chronological list of jobs/positions/dates of employment and a brief statement about your current employment and work relationships.
5. An account of a "helping incident" in which you were the person who provided the help. Include the nature and extent of the request, your assessment of the issue(s), problem(s), situation(s). Describe how you came to be involved and what you did. Give a brief, evaluative commentary on what you did and how you believe you were able to help. *If you have had prior and **recent** CPE, please attach a copy of a **recent** verbatim as your 'helping incident' and add to the verbatim your own notes on how and what you learned from sharing this verbatim with your educator and/or peers. If you have had CPE, but it was more than two years ago, include a recent account of a helping incident, written up in a verbatim format. If possible, include feedback from current spiritual care colleagues and/or administrative supervisor.*
6. Your impressions of Clinical Pastoral Education. Indicate, for example, what you believe or imagine CPE to be. Indicate if CPE is being required of you. Indicate any learning goals or issues of which you are aware and would like to address in CPE. Finally, indicate how CPE may be able to help you meet needs generated by your spiritual care practice or call to leadership in a theological, spiritual, or values-based system. *If you have had prior CPE, please indicate the most significant learning experience you had during CPE. State how you have continued to use the clinical method since your previous experience. Indicate strengths and weaknesses that you have as they relate to your spiritual care practice and your identity as a professional person. Indicate any personal and/or professional learning goals and issues that you have at this time and how you believe that CPE will help you to attain or address these learning goals and issues*
7. You are required to complete an admissions interview with an ACPE Certified Educator, or a person approved by the program to which you are applying, or at the program to which you are applying. Contact the program to check on their policy regarding admission interviews.
8. CPE Programs often require an application fee. Please check this requirement in advance of submitting this application. If you are interviewing at a program other than the one to which you are applying, you may be required to pay an interview fee, usually due at the time of the interview.
9. If you are an international applicant, you will have to obtain appropriate documentation from U.S. Immigration, which usually implies a visa and a US Social Security Number. Therefore, international applicants should have such documentation approved at least six (6) months prior to the start of the program to which they are applying. If offered employment, can you submit verification of your legal right to work in the U.S.? Yes No
10. An applicant with prior CPE should attach all previous self and educator evaluations and your signature below indicates you give permission for your previous CPE programs to release your evaluations for purposes of this application process.
11. Retain your own copy of this completed application and bring it with you to any interview for CPE.
12. Please attach a current resume.

I certify that all information in this application is factually true, complete, and honestly presented. I understand that I may be subject to disciplinary action, including admission revocation or program expulsion, should the information I've certified be false. I hereby give permission to the ACPE program to which I am applying to access my CPE evaluations and contact previous educators about matters pertaining to this current application, and I consent for those contacted to provide the information sought. I verify that if sending in this application electronically it constitutes my electronic signature.

Signature: _____ **Date:** _____



Application for CPE

Print or type responses and mail completed application **to the program** to which you are applying.

Applying for: Fall _____ Winter _____ Spring _____ Summer _____ Residency* _____ Extended Unit _____

Preferred program/site: _____ Earliest date you can begin: _____

*Please note that residency programs usually require an in-person interview in their admissions process.

Directory Information

Name: _____ Pronouns: _____ U.S. Citizen: Yes No

Mailing address: _____ City: _____ ST: _____

Country & ZIP: _____ Email: _____

Day Tel.: _____ Alt Tel.: _____ Fax: _____

Permanent address: _____ City: _____ ST: _____

ZIP: _____ Country: _____ Alt Email: _____

Spiritual/Values-Based Orienting System: _____

Denomination/Endorsing Body/Community of Affirmation (if applicable): _____

Name of Local Community: _____

Ordained/Licensed/Appointed/Affirmed: _____ Date: _____

College: Degree/Date: _____

Grad Schl: Degree(s)/Date(s): _____

Prior CPE Dates:	Program	Educator
_____	_____	_____
_____	_____	_____
_____	_____	_____

Academic Reference

(Name/Title): _____

Ph: _____ Address: _____

City: _____ ST: _____ ZIP: _____ Email: _____

Spiritual/Values-Based Orienting System Reference (name/title): _____

Ph: _____ Address: _____

City: _____ ST: _____ ZIP: _____ Email: _____

Personal Reference (name/relationship): _____

Ph: _____ Address: _____

City: _____ ST: _____ ZIP: _____ Email: _____

Admissions Interviewer (If Utilized): _____

Address: _____

Interviewer's Ph: _____ Email: _____

Signature of applicant: _____ **Date:** _____

Memorial Hermann
Clinical Pastoral Education and Pastoral Care
Memorial Herman-Texas Medical Center/Children’s Memorial Hermann Hospital
Memorial Hermann Southwest Hospital
6411 Fannin, Box 31, Cullen Bldg. 6, Houston, TX 77030
Phone: 713.704.0733

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Clinical Pastoral Education (CPE) is an integral part of chaplaincy services at Memorial Hermann-Texas Medical Center/Children’s Memorial Hermann Hospital (MH-TMC) and Memorial Hermann Southwest Hospital (MHSW).

Memorial Hermann (MH) is an accredited system for offering CPE thorough the:

Association for Clinical Pastoral Education, Inc.
1 Concourse Pkwy, Suite 800, Atlanta, GA 30328
Tel: 404.320.1472 (www.acpe.edu).

MH has two primary hospitals for CPE Residency groups. In both hospitals, pastoral care is provided through Chaplaincy Services Departments, which are within the system Chaplaincy and Spiritual Care Department.

MH-TMC/CMHH: Pastoral care is provided through a core of staff chaplains and six CPE Chaplain Residents. The ministry staff of the department consists of: a department director, six full-time day chaplains, two evening chaplains, one night chaplain, six CPE Chaplain Residents, five CPE Summer Chaplain Interns, and a Catholic Lay Chaplain who leads a team of Eucharistic Ministers and assigned Priests.

MHSW: Pastoral care is provided through a ministry staff of a chaplain manager, one full-time chaplain, five CPE Chaplain Residents, a team of ministry volunteers, and a Catholic Priest who coordinates a team of Eucharistic Ministers.

Below are some **FAQs** to help you understand the CPE component of MH.

1. *What is Clinical Pastoral Education (CPE)?*

CPE is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounters with persons in crisis.

Out of an intense involvement with persons in need, and the feedback from peers and Faculty (called ACPE Certified Educators), Residents develop new awareness of themselves as persons and of the needs of those to whom they minister.

Through theological reflection on specific human situations, Residents gain a fuller understanding of ministry. Serving as part of a multidisciplinary team, they develop skills in interpersonal relationships.

CPE is an experience in process education. The heart of CPE is ministry with people and learning from that ministry through reflection, discussion, and evaluation with other Residents and certified Faculty.

The CPE experience utilizes case studies and other ministry descriptions to present one's ministry for consultation/supervision.

The focus in seminars includes subjects such as:

- What is happening in the chaplain, the care giver
- What is happening in the people receiving ministry
- The dynamics of the interchange between care giver and care receiver
- Theological issues arising from experience
- Theological reflection on the human condition, while being informed by the behavioral sciences
- Group and social structures and dynamics

The CPE group is a dynamic learning group with other Residents and a Faculty, which provides opportunities for mutual supervision, caregiving, challenge and appreciation. In addition, interaction with staff chaplains and other hospital personnel contributes to the learning process.

For more specific information on the objectives and outcomes of CPE, see FAQ #15.

2. *What is the CPE learning environment?*

CPE is an interpersonal, process-oriented educational experience. A foundational task is for the Residents and Faculty to share with each other in such a way that all are cared for, supported, and challenged in an atmosphere of respect. Residents are encouraged to respect the boundaries of others while working to negotiate appropriate learning relationships. A goal is to establish a learning environment that is supportive, stimulating, and safe, which makes the risks of interpersonal learning and growth worth taking.

3. *What are the essential elements of CPE?*

- Ministry to persons—patients, families, and staff (approximately 75% of time)
- Reporting and evaluation of that practice
- Pastoral supervision by ACPE certified Faculty (ACPE Certified Educators)
- Process learning
- A small group of peers in a common learning experience
- A specific time period
- An individual contract for learning
- The CPE program must be conducted under the auspices of an ACPE Certified Educator (Faculty) attached to an ACPE accredited CPE center.

4. *What does CPE prepare a person to do?*

CPE can serve as a part of one's preparation for parish ministry, chaplaincy, lay ministry, teaching, or counseling. CPE develops the capacity for the pastoral and spiritual care of individuals, families, and systems.

Representative vocational outcomes are:

Pastoral Care: Pastor, Church Staff, Social Services

Professional Chaplaincy: Hospital, Hospice, Military, and other institutional settings

Pastoral Educator: ACPE Certified Educator

Pastoral Counselor

5. *Is CPE required to be a certified chaplain?*

The Association of Professional Chaplains (APC) is the primary chaplain certification agency. Four units of accredited CPE and a M.Div. degree (or equivalency as defined by APC) are required, among other prerequisites. For more information on chaplaincy certification go to www.professionalchaplains.org.

6. *Who is eligible to enroll in CPE?*

Persons submit a written application and have an admissions interview. They are evaluated for educational readiness around issues such as: motivation, openness to learning, learning style, understanding of process education, educational goals, and expectations of CPE. Preference is given to those who have completed theological training.

7. *Does one have to be ordained to do CPE at MH?*

Not necessarily. Support of one's faith group is preferred.

8. *What CPE programs are offered at MH?*

- ***Residency program:*** a year-long program (starting late August-August 31) in which one earns four units* of CPE. Residents sign a contract with the Center committing themselves for the designated period of time. There are two learning groups, one at MH-TMC and one at MHSW. In this program, Residents are both full-time employees of MH (with a salary and benefits) and CPE Residents.
- ***Extended/Community Internship program:*** a part-time program in which one earns one unit* of CPE over an extended period. The specific structure and location of this program varies from year to year. A typical structure that has been used at MH has been to meet for seminars 1 day/week (4-5 hours) for about 8 months (October-April), plus clinical time (app. 8 hours/week), some day and overnight duty shifts and on calls in our system hospitals. No stipend is available.

- **Summer Intern program:** an eleven-week full-time program (June-August) in which one earns one unit* of CPE and is focused on seminary students. A small “stipend” is provided.
- **Certified Educator Training Program:** a program designed for one who desires to serve as a Clinical Pastoral Educator. The process of becoming fully certified normally takes three to five years.

*A unit of CPE consists of a minimum of 400 hours: minimally 100 hours of educational components and minimally 300 hours of ministry experience. A year-long CPE residency has four units.

9. Who are the CPE Faculty?

Rebecca Adrian, BA, M.Div., Director of Clinical Pastoral Education, ACPE Certified Educator

Carlos Sánchez, BA, M.Div., ACPE Certified Educator

Sarah Knoll Sweeney, M.Div., ACPE Certified Educator

The Faculty share responsibilities in all CPE programs offered through MH. Generally speaking, the Residents stay in one location and the Faculty moves between the groups. Thus, for a particular group and a particular unit, one Faculty member may lead several seminars, and another Faculty member may lead other seminars. A similar pattern is true for supervision.

10. What is included in a typical week of CPE at MH?

- **Structured education** (7-10 hours per week), such as:
 - Two to three didactic seminars of 1¼ hours each
 - Two case conferences of 1¼ hour each
 - One Interpersonal Relationship Seminar of 1¼ hour
 - One hour of individualized consultation/supervision with one of the Faculty
 - Additional seminars as needed and provided
 - An individual learning contract is a key component of the education curricula
- **Ministry on assigned hospital units** (average 25-30 hours per week)
- **Participation in weekend shifts and call duty coverage.** Night/weekend shift and call duty coverage works differently at the two Residency locations. (These two plans are subject to change, based on the needs and resources at the clinical settings.)
 - MH-TMC: The six MH-TMC Residents provide 24-hour in-house weekend coverage. This is done in three 12-hour shifts each weekend plus one PRN Shift from 8:00 p.m. Sunday night to 8:00 a.m. Monday Morning. Thus a Resident generally does one shift every other weekend.
 - MHSW: The five MHSW Residents provide 24-hour coverage on Saturdays and Sundays. This includes a 12-hour in-house shift, 8:00 a.m.-8:00 p.m., and 12 hours on-call from home (with call backs as needed). Thus, a Resident generally covers one Saturday or Sunday shift two of every five consecutive weekends.

- **Written work and reading.** CPE is graduate-level training. Residents are expected to do regular written assignments (such as weekly reflection/process notes, weekly verbatims, book reviews, short papers, and so forth) and extensive reading. Most of this work will be done outside of the hospital setting.

A general daily schedule is 8:00 a.m.-4:30 p.m., with a half hour off for lunch.

CPE Residents are employees of MH and thus, are responsible for all employee policies and guidelines. Employee benefits (including medical coverage) are available.

11. *What is included in an individual learning contract?*

Each Resident develops learning goals for a unit of training in consultation with the CPE Faculty. The CPE Resident's learning contract is developed around the areas of:

- Pastoral Reflection—reflection on one's self as a person and pastor in relationship to persons in crisis, the ACPE Certified Educator, peer group members, the curriculum, and the institution.
- Pastoral Formation—focus on personal and pastoral identity issues in learning and ministry.
- Pastoral Competence—deepening and unfolding of competence in pastoral function, pastoral skills, and knowledge of theology and the behavioral sciences.

12. *What about outside commitments while in a MH CPE Residency?*

The demands of the MH CPE Residency are rigorous. The Resident is a full-time employee of MH with defined hours of work. The writing and reading requirements are demanding. Thus, it is difficult to have an additional part-time job, serve on a church staff, or attend graduate school while a CPE Resident. Before a potential Resident attempts such an endeavor, he/she is encouraged to have serious conversation with one of the ACPE Certified Educators and with the church/employer regarding the time commitments of the program.

13. *Can you briefly describe MHSW?*

Memorial Hermann is a community-owned system with spiritual values. The system consists of fifteen hospitals with over 2,500 beds stretching from the Texas Medical Center to the greater Houston community and into southeast Texas.

MHSW is a community-based acute care Level IV trauma hospital, with a full range of hospital services. There are over 1,250 physicians on staff and approximately 2,200 employees. Services provided are: Heart Services (with a free standing Heart and Vascular Institute), Women's and Children's Services (app. 500 deliveries per month; NICU, 24-hour on-call neonatologist), Oncology, Neurosciences, Orthopedics (nationally recognized Joint Camp), Surgical Services (over 4,500 surgeries per year), and a Rehab Unit. The hospital also has Senior Services.

MHSW has one of the busiest Emergency Centers in Houston (over 4,500 patients per month).

Some features of the MHSW CPE Program:

- Opportunity to work with a team of Faculty
- Residents function autonomously as chaplains in the hospital
- Opportunity to participate in educational events with other CPE Centers in the Texas Medical Center
- Exposure to a broad range of acute care patients
- Easy access, including free parking

14. Can you briefly describe MH-TMC?

MH-TMC was the first hospital in the renowned Texas Medical Center, which is the world's largest medical center and home to more than 55 member institutions where more than 105,000 employees come to work each day. At MH-TMC, there are more than 1,600 physicians on staff and approximately 4,000 employees. MH-TMC is a leader in the nation in organ recovery.

MH-TMC is one of two Level I Trauma Centers in the city of Houston. MH-TMC is home to Life Flight, which is the second oldest and largest air ambulance service in the U.S. In its 30+ year history, Life Flight has flown more than 100,000 missions. The Emergency Center treats more than 4,000 per month and is the gateway for 45% of the patient admissions.

Centers of Excellence include: Heart and Vascular Services, Bariatric Surgery, Level III NICU, Neurosciences (with the Mischer Neurosciences Center NTICU), Oncology, Sports Medicine (the Center for Human Performance and Sports Medicine.), and of course Trauma and Orthopedics. MH-TMC is home to the John Dunn Burn Center (the only burn treatment center in the city of Houston). Children's Memorial Hermann Hospital has more than 300 beds.

Some features of the MH-TMC CPE Program:

- Opportunity to work with a team of Faculty and chaplains (Clinical Coaches)
- Residents function autonomously as chaplains in the hospital
- Exposure to a broad range of trauma services
- Opportunity to participate in educational events with other CPE Centers in the Texas Medical Center
- Access to the many resources of the Texas Medical Center

15. What are the Objectives and Outcomes of CPE?

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry. CPE (Level I/Level II) enables pastoral formation, pastoral competence, and pastoral reflection.

Pastoral Formation

Objectives

- O1. to develop students' awareness of themselves as ministers and of the ways their ministry affects persons.
- O2. to develop students' awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.
- O3. to develop students' ability to engage and apply the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning

Level I Outcomes

- L1.1. articulate the central themes and core values of one's religious/spiritual heritage and the theological understanding that informs one's ministry.
- L1.2. identify and discuss major life events, relationships, social location, cultural contexts, and social realities that impact personal identity as expressed in pastoral functioning.
- L1.3. initiate peer group and supervisory consultation and receive critique about one's ministry practice.

Level II Outcome

- L2.1. articulate an understanding of the pastoral role that is congruent with one's personal and cultural values, basic assumptions and personhood

Pastoral Competence

Objectives

- O4. 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
- O5. to develop students' skills in providing intensive and extensive pastoral care and counseling to persons
- O6. to develop students' ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences and applied clinical ethics in their pastoral care of persons and groups
- O7. to teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team
- O8. to develop students' capacity to use one's pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling

Level I Outcomes

- L1.4. risk offering appropriate and timely critique with peers and supervisors
- L1.5. recognize relational dynamics within group contexts
- L1.6. demonstrate the integration of conceptual understandings presented in the curriculum into pastoral practice
- L1.7. initiate helping relationships within and across diverse populations
- L1.8. use the clinical method of learning to achieve one's educational goals

Level II Outcomes

L2.2. provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice and applied clinical ethics issues without imposing one's own perspectives

L2.3. demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/ transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources

L2.4. assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences

L2.5. manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication

L2.6. 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

Pastoral Reflection

Objectives

O9. to develop students' understanding and ability to apply the clinical method of learning

O10. to develop students' abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's ministry

Level I Outcome

L1.9. formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses as identified through self-reflection, supervision, and feedback

Level II Outcomes

L2.7. establish collaboration and dialogue with peers, authorities and other professionals

L2.8. demonstrate self-supervision through realistic self-evaluation of pastoral functioning

L2.9 By the end of Level II, students will be able to demonstrate awareness of the Common Qualifications and Competencies for Professional Chaplains

If a CPE center offers a pastoral care specialty, it designs its CPE Level II curriculum to facilitate the students' achievement of the following additional objectives:

- to afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.
- to provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.
- to provide students opportunities to demonstrate pastoral competence in the practice of the specialty.

(Much of the above material is adapted from the ACPE website)

**Memorial Hermann
Clinical Pastoral Education**

Family Educational Rights and Privacy Act (FERPA)

Student Record Information Release

Student Name (Printed) _____

Student Driver's License No. _____

I, the undersigned, hereby authorize Memorial Hermann Clinical Pastoral Education Program to release the education records (including but not limited to grade reports, transcripts, classroom performance/behavior records) to Memorial Hermann or any of its affiliated entities, in connection with consideration for placement as a chaplain resident/intern.

I understand that (1) I have the right not to consent to the release of my education records; (2) I have the right to receive a copy of such records upon request; and (3) that this consent shall remain in effect until revoked by me, in writing, and delivered to the Memorial Hermann Clinical Pastoral Education Program. Any such revocation shall not affect disclosures previously made by the Memorial Hermann Clinical Pastoral Education Program prior to the receipt of such written revocation.

Signature

Date