

EAST CENTRAL REGION, ACPE

INDIANA, KENTUCKY, MICHIGAN, OHIO & PITTSBURGH, PA.

June 2000

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Special Note

Alan Bowman's father, Mr. Edward Bowman, died May 11. He had been suffering from pneumonia. Please remember Alan, his family and all those who will be touched by this loss.

Ted Hodge became a proud grandfather on April 30, 2000 when Allyson Ann and Ashley Kay Hodge were born at Norton Hospital. Be sure to congratulate Ted and ask to see the pictures!

Peer Review Status

Your most recent Peer Review was _____
If that is not correct, send copy of peer review form (signed by reviewers) to the Regional Business Office.

Regional CPE Day - June 29, 2000 Richmond, IN.

All supervisors and their students are invited to attend a regional CPE day on June 29 planned by the SITs in the region.

The Earlham School of Religion and Bethany Theological Seminary have graciously agreed to host the event. Frank Ciampa will be the worship leader and chaplain for the day. The morning will focus on education with several workshops for students to choose from. The afternoon will be an "open space" concept where students, SITs and supervisors can meet in peer groups (peer review?), attend additional

workshops or have retreat and prayer time. We may even organize a kickball tournament if people are interested in having some fun together.

You will be on your own for lunch. There are many restaurants within walking distance. A nominal registration fee of \$5 is requested to cover the cost of refreshments and office supplies. To register: cpe_day@ecr-acpe.org or contact: Barbara Bullock, ECR-Web Administrator
blbullock@ecr-acpe.org
(317) 274-5393

Frankly Speaking

A Wistful Look at the Road Not Taken

My cousin Harold, who is half a generation older than me took on a major project about five years ago--he decided to "document his life (my words)." Having been retired for a few years, Harold set about to write down everything he could remember about his life to leave a record for his children and their families. ***He remembered a lot!*** He produced a Xeroxed tome of about four hundred and twenty pages, single-spaced, 8 1/2 by 11. He delved into his ancestry on both sides several generations back, he remembered and described the people who lived on all the farms in the surrounding community when he was a child, he described all his immediate relatives and friends and he recounted his childhood memories, growing up in rural Pennsylvania in a glowing, rich tapestry of remembrance. Reading the recollections of his childhood is like looking at a portfolio of Currier and Ives prints. He then goes on to describe his growing up, his life in the service, his return home--having seen more of the world, and having learned more about human nature. The large body of his *Memoirs* is simply a description of his life, year by year; recalling work experiences, friends, life in the church, raising a family and life in general. I know that I make that sound more deadly than watching a life-time of slides in one evening, but Harold's love of his life, and his ability to convey that affection makes his writing quite absorbing. I wish there were time and space for me to give you a feel for his style.

The thing that distinguishes my life from Harold's is that Harold stayed home all his life while I have moved. Except for his military duty, and a few years when the company for whom he worked moved him, he has lived in the county where he was born and raised. In fact, a few years ago, he and his wife moved back into a home on the farm where he was born.

I do not regret in the least how I have lived my life, but I feel somewhat torn. I came from two traditions. The forces

that determined Harold's choice to "stay home" are powerful forces in my life also--a kind of gravity that pulls on my life from the solar system of my mother's family that reaches dimly into the pre-civil war pioneers in West Virginia and Pennsylvania. These were people who were the children of early settlers, who accepted the heritage of their new homes and settled down to establish roots that have held some of their children on this land for nearly two centuries. Deep within me is this identification--I have a home, and my life has been an excursion away from that ancestral center.

From my father, on the other hand, I received two messages of "uprootedness." First, his parents uprooted themselves from their homeland when he was a child and brought him to America--Dad never saw the land or village of his birth again. Secondly, he became an itinerant preacher, owning no home until he was nearing retirement, and choosing the location of that home more or less by default. I think home was important to Dad, but it was never the highest priority--his calling, his sense of responsibility and his family came first. Following my father, I have become itinerant, living in several places. I now feel fairly committed to staying where I am by my priorities of being near my children and their families, as well as my work and social network.

So when I read Harold's lovingly written recollections of what it is like to live one's life in one place, it brought up all that nostalgic stuff that tends to make me question my choices. I long for contact with life-long friends, I wish that I could wake up each morning in the place my grandparents farmed, and know that I was watching the sunrise over the same mountainside. I can only imagine what it would be like to have daily access to the majority of my relatives and many of my friends from childhood all through my life.

I have a feeling that there is no ideal choice in this matter. I think that no matter which road we choose, we will always wonder about the other, as Robert Frost suggests in his classic poem about *The Road Not Taken*. Certainly this is a choice that has been before humanity from antiquity. Esau stayed home, Jacob wandered; the people of the Tigris-Euphrates valley settled in cities, the people of the desert wandered in nomadic tribes; medieval Europe was a settled existence, but from its staid community, the explorers launched to Cathay, Africa, and the New World. The history of our country has been the story of those who have "settled down" and those who have "gone west."

We live our lives between the conflicting gravity of two constellations that are native to our human existence: *Home* and *The Journey*. I suspect that this "bi-polar" nature is not accidental in us, but built in by the Creative Force that shaped humanity from the beginning. To put it in the cybernetic language of our day--"that's the way we're wired." If I were to guess at the purpose of this inescapable tension that sometimes feels like pain, I would think that each side contributes something essential to our survival and development. The tug of "home" gives us identity and

definition; it clarifies for us who we are. The pull of "the journey" is the unquenchable curiosity in us to find out who we can become. Without each of these, it would be hard for us to grow or find meaning. I suspect that in choosing our own style in life, we come down on whichever side of this choice we feel most lacking in our lives. If we need more grounding and identification, we stay home (literally or figuratively). If we need more answers about what may be out there, we hit the road.

In the self-reflective process of CPE, we often engage our students and ourselves in learning about these poles of our existence, and how we relate to them in our individual lives. "Who am I?" is the question of self-identity that is core to our process. "Who can I become?" is essential to our pastoral identity or our "calling" if you will. I am convinced that I will always feel the tension between the two--some poignant longing for "home" and yet an irresistible response to the "journey" of discovery. I suspect it is true of most of us. I wonder if Harold ever sits down in the evening, surrounded by the landscape of his youth and wonders what it would be like if he had "taken to the road." I'd put money on it!

Collegially
Frank

The Louisville Cluster for Clinical Pastoral Education: A Historical Sketch

For more than thirty years, the Louisville Cluster for CPE has offered professional education for ministry in the East Central Region of the ACPE. However, the history of the Cluster and of clinical training in Louisville began long before the Cluster was accredited in 1967.

Already in 1937 Seward Hiltner had visited the Southern Baptist Theological Seminary as a professional consultant to advise a faculty committee concerning the possibility of a clinical training program. While the seminary administration and the faculty enthusiastically endorsed the plan, no supervisor was found and the plans stalled for almost a decade. In 1944, a Council of Clinical Training supervisor and chaplain of the Norton Infirmary in Louisville, offered the first unit of CPE in Louisville. Wayne Oates, who would become instrumental in developing CPE in Louisville, was among the students in Bonacker's group in the spring of 1944. Already the following school year, Oates and Bonacker together taught the first course in clinical pastoral education at the Southern Baptist Theological Seminary. In 1945, after having trained further under William Andrews and Anton Boisen, Wayne Oates began to develop the Kentucky Baptist Hospital, where he had been called as a chaplain, into a clinical training center. Within a year, however, Oates was called as Professor of Pastoral Care and Psychology of Religion to the faculty of The Southern Baptist Theological Seminary. Nevertheless, he continued to pursue his plans for a clinical training center that would function in conjunction with the pastoral care program at the seminary. Oates arranged for a supervisory certification interview with Fred Kuether, the associate director of the

Council for Clinical Training. However, Oates was rejected by Kuether.

Thrown back on his own resources, Oates decided to develop a clinical program for supervision that would be wholly responsible to the seminary educational policies, to theologically based clinical education, and to the administration of those hospitals, which were to serve as clinical sites. He developed the Clinical Pastoral Education model vigorously, together with a growing cadre of chaplains and supervisors. Programs were developed at the Louisville General Hospital and the Kentucky Baptist Hospital, followed by Central State Hospital, and the Kentucky State Hospital in Danville. Early in the 1950's, the Louisville Presbyterian Theological Seminary began to participate in the clinical training programs developed by Oates. When David Steere joined the faculty of LPTS, he developed a strong CPE program there.

Graduates of both seminaries, who had been clinically trained, became chaplains in the hospitals around the country and soon established clinical education programs for their particular institutions. Thus, by 1957, Oates and his group established the *Southern Baptist Association of Clinical Pastoral Educators*, which was shaped by the concern for clinical training as theological education. Ten years later, this group was named *The Association of Clinical Pastoral Educators*. The name change reflected the fact that this largest group within the clinical pastoral education movement had the most ecumenical breadth in membership. The Louisville-based *Association of Clinical Pastoral Educators* became a founding member of ACPE, Inc., when the various clinical training groups merged. The centers located in the University of Louisville Medical School (Louisville General Hospital and Jewish Hospital), the Central State Hospital and the Kentucky State Reformatory became initial institutional members of the new organization.

With three accredited and active centers and two seminaries supporting and encouraging students to take CPE for credit, the time seemed ripe for the information of the Louisville Cluster for CPE. It was established on November 6, 1967 by representatives of the five founding institutions: the three accredited centers in addition to The Louisville Presbyterian Seminary and the Southern Baptist Theological Seminary. In 1972, the center at the Kentucky Baptist Hospital, which was developed by Walter Jackson, became a member of the Cluster. It was determined that the new organization should not infringe on the autonomy of any participating center or seminary, and should be kept as simple as possible to avoid excessive administrative burdens and yet preserve a free choice in "cluster affairs" among all participants. The Cluster's *Articles of Agreement*, which were adopted in 1973, state that the purpose of the Cluster is to enhance, promote and develop programs for clinical pastoral education in the Louisville area, to coordinate these programs, and to provide for those aspects of clinical training that are beyond the scope of individual centers. Currently, the supervisory training program is

administered by the centers, which can draw upon shared resources, such as Cluster wide seminars for the students.

Through the years, membership in the Louisville Cluster has changed and participating institutions have undergone significant internal changes due to mergers, corporate growth, or hospital closures. Some centers have been added, others have withdrawn, including the two founding centers at Central State Hospital and Kentucky State Reformatory. Today, the three centers at Baptist Hospital East, Norton Healthcare, and the University of Louisville Hospital are members of the Cluster, together with the Louisville Presbyterian Theological Seminary and the Southern Baptist Theological Seminary. Satellite programs exist at Vencor Louisville and Western Baptist Hospital in Paducah, KY. Furthermore, parish-based CPE is available as a satellite program of the center at Baptist Hospital East. Other institutions of higher education in the Louisville area have recently expressed interest in offering CPE to their students and consider an affiliation with the Cluster. Thus, at the beginning of the new millennium, new possibilities for doing CPE seem to arise and challenge us to think about ways to get our programs "Y2K-ready." Fortunately, the Louisville Cluster has a rich history to draw upon in order to move into the future.

Summarized and edited by Frank Woggon from "Louisville Cluster CPE Manual and Supervisory Training Handbook."

Note: Many thanks to Frank Woggon and the staff members of the Louisville Cluster for the contribution to the on-going "story" of Centers and Clusters in our East Central Region. This is one of two existing Clusters in ACPE, Inc. at the present time.

Robert Leas, ECRegion History Chair

ACCREDITATION MANUAL - 2000

The 2000 manual is now in the hands of the supervisors and others in the region. Please take some time to read and become familiar with it, especially since it contains substantive changes from the '97 version.

I especially call your attention to Part "X" of the new manual, beginning on Page 31. This is a 20-page section, which describes criteria that site committees will use to determine compliance with the standards. Despite having a questionable pedigree (having been included in the Manual to satisfy the Department of Education), I think the section will be helpful for those preparing for Accreditation reviews.

Please look it over and communicate questions and concerns to me or another Accreditation committee member. If you comments to me via e-mail, I will forward comments the whole committee.

A special concern is the Manual's description of curriculum assessment in connection with standard 232.6 beginning on page 41. The Accreditation Commission decided in its May meeting that, even though this manual is now the one

we go by, almost no notations will be given for non-compliance with the curriculum criteria for at least 18 months. During this time the Accreditation site teams, regional committees and the Commission can do some experiential learning about and refinement of these criteria. This means that site teams will teach, give feedback to and get feedback from centers about the new criteria, but, as long as the center HAS a written curriculum or "instructional plan," the center shouldn't receive a notation in this area.

Please also note the many appendices in the Manual. Many of them may be helpful as you update the required policies. Blessings during these waning days of spring. Let me or any members of the Accreditation Committee know if we can be of help. John Peterson, Chair (Members: Bob Persenaire, Phil Williams, Donna Farrar, David Hurst, Don Bielby, Kim Barnett, Kenton Derstine, Carol Green and Bob Uken).

**ACPE STANDARDS COMMITTEE
REPORT 2000 SPRING MEETING**

This year's first meeting of the Standards Committee was held from April 30-May 3, 2000 in Arlington, Virginia. Much of our work involved review of the current interim report (submitted May 1) from the Accreditation Commission to the USDE and the 2000 Accreditation Manual, which includes provisions that document ACPE's compliance with USDE.

In addition, the Standards Committee proposed the following three revisions published in the March/April 2000 ACPE News, which were passed by the ACPE Board for inclusion in the 2001 ACPE Standards.

- 222.5 "A peer group of at least three CPE students that engages in small group process"
- 231.63 "Consultation for the student and primary his/her CPE supervisor with a professional committee chosen by the CPE Supervisor(s) as specified in the Certification Commission Manual."
Comment: The rationale for this editorial change is that, while the term "primary supervisor" has appeared in the Certification Manual, that citation had a different context. A proposed definition in the Standards Glossary would address a different problem not deliberated by this term in Standards, so that the reference would have been confusing.
- New Standard 223.10 "A policy and procedure that provides for the completion of a unit or program in progress if the supervisor is unable to continue."

**ACPE Standards Committee
Study Document**

The following changes in the ACPE Standards are proposed for discussion and possible inclusion in its 2001 edition. The ACPE Standards Committee invites comment from interested parties, including the ACPE membership, students, members of cognate groups, and members of the public.

- 200 Accreditation is an authorization granted by the ACPE Accreditation Commission to conduct programs of CPE. Accreditation consists of two stages: Candidacy for Accredited Membership and Accredited Membership. Accredited Centers are authorized by the Accreditation Commission to conduct programs in institutional-based and freestanding settings, based upon their demonstrated ability to conduct CPE (Level I and Level II) in compliance with ACPE Standards. Offering Supervisory CPE requires a separate accreditation for that ~~level~~ program.

Rational: This revision restores Candidates Accreditation Status, which was removed from the 1999 Standards. The Accreditation Commission has determined that problems can be removed and is requesting that Candidacy be restored to recognition by the USDE. It also clarifies that there are only two programs in ACPE's Accreditation Process, CPE and Supervisory CPE. No centers are being accredited for Level I only.

- 223.9 "A policy that defines the authorization of parameters of students' access to patients, parishioners, or clients."

Rational: This provision defines a policy currently required by the Accreditation Commission to address such matters as medical records, confidentiality, and students' responsibility to honor patients; rights.

- 251.9 "Recognize relational dynamics within the ~~context~~ contexts."

Rationale: This provision was originally proposed as a new Level I Outcome in the March/April 2000 ACPE News. It received little comment. The original wording seemed to refer to the CPE peer group only where the use of the plural broadens the outcome to include relational dynamics in other groups encountered by students in the CPE experience.

- 260 Objectives ~~to be Achieved by the Student~~ in of Supervisory Clinical Pastoral Education. Supervisory CPE is designed for the qualified person with demonstrated pastoral, professional, and _____ competence to learn the art of supervision in a process that includes: ~~education in the theories ...Specific objectives of Supervisory.~~

The Objectives of Supervisory CPE are:

- 261 Education in the theories related to supervision from theology, the behavioral sciences and education.
- 262 Practice of supervision under the supervision of an ACPE supervisor.
- 263 Integration of the theory and practice of supervision with one's identity as a person, pastor and educator."

[The following revision to section 260 would appear as new section 270 of Standards. Wording is changed only editorially from the current wording].

• 270 The Outcomes for Supervisory CPE At the conclusion of Supervisory CPE the Candidate will be able to demonstrate:

• 271 Conceptual Competence
271.1 In using conceptual models to understand and articulate methodology in pastoral supervision, including becoming knowledgeable and critically conversant with the literature relating to the field of clinical supervision.

271.2 In developing a philosophy of CPE and a related educational model, which integrate theory and practice.

271.3 In understanding and applying principles of organizational and program development as they relate to a CPE program.

• 272. Supervisory Competence

272.1 In CPE Program Management

272.2 In developing a wide variety of CPE program resources such as patients or parishioners, treatment of rehabilitation programs, interdisciplinary staff and CPE supervisory staff, theological consultants, library, administrative structures, and community resources.

272.3 In utilizing clinical education methods such as verbatims, taped pastoral conversations, interviews, team interviews, administrative meetings, clinical seminars, didactic seminars and supervisor-student sessions.

272.4 In working with the theological implications of the context in which ministry is provided.

272.5 In assisting students to take responsibility for formulating a learning process and evaluating the results of the learning experience.

272.6 In using one's personality and personal history as a teaching resource in the shaping of a personal supervisory style.

• 273. Competence in CPE Group Supervision

273.1 In facilitating the development of group interpersonal interaction

273.2 In leading CPE peer groups, enabling the students to use their response to the program as a learning experience

• 274. Competence in CPE Individual Supervision

274.1 In understanding individual students through awareness of their religious history, psychological patterns, and individual learning patterns.

274.2 In supervising the student's pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist movement toward pastoral identity.

274.3 In defining and evaluating the students' pastoral and personal resources including the ability to utilize supervisory strategy and interventions.

• 275. Pastoral Education Competence

275.1 In refining identity as a clinical pastoral educator

275.2 In integrating educational theory, knowledge of behavioral science, theology, and pastoral identity into supervisory function.

Rationale: Levels I and II contain both program objectives and student outcomes. This simple recasting defines Supervisory CPE parallel to that design, honoring the fact that Supervisory CPE Standards are currently written in outcomes terminology. This revision makes no substantive change to the competencies ACPE has defined for Supervisory CPE.

"Glossary Definition: "Student - a person admitted to and fully participating in a program of CPE.

Rationale: Though editorial, this change may affect a number of centers and supervisors, so the committee determined that it be published as a study document. By this definition, to be a student, one would attend all sessions, practice ministry under supervision, and present clinical work.

Comments about these proposed changes to the ACPE Standards may be sent to: Jeannette Lucas, ECR Standards Chair (606) 269-2192, 648 Lakeshore Drive, Lexington, KY. 40502-3117 (email jdobbscl@excite.com)

WEB SITE INFORMATION

Did you know that our regional website logged 520 visits in April? Prospective students are busy seeking placements for the summer and they use the Internet to look for ACPE centers. A typical week shows an average of 60-100 hits. The website has been visited by students from all around the world. Canada, Kenya, Japan, Israel, Belgium, United Kingdom, Philippines, and even Croatia. We are now an international resource. If an international student has contacted you about CPE, our website may be the source. Please check your address (email and ground mail) on the web site.

If you have any questions or suggestions, please contact: **Barbara Bullock, ECR-Web Administrator** blbullock@ecr-acpe.org (317) 274-5393

CERTIFICATION NEWS

The fall meeting of the East Central Certification Committee will be held on **September 21, 2000**, preceding the region's fall meeting. **Application Deadline - July 28, 2000** This means your application and required fee must be received by Mary Altenbaumer on or before this date. **Packet Deadline - August 24, 2000** Materials should be received by the presenter and committee on or before this date. If you have questions or concerns, please feel free to contact me by e-mail at mlaltenb@stvincent.org or by phone at 317-338-3168. **Certification Chair, Mary Altenbaumer**

Job Opportunities
(also available at our web site)

- **Residency positions** available at Chandler Medical Center - Univ. of KY Hospital beginning 9/1/2000. Chandler Medical Center offers opportunities for specialization in oncology, children's ministry and trauma in addition to providing experience in chronic illnesses, transplants, and many other areas. Chandler offers a three-unit CPE year with two interim periods for research and project development. Stipend will be \$18,000 plus benefits that include health insurance, meals while on-call, discounted meals, holiday and vacation time, reduced CPE tuition, free tuition at UK (up to 6 hours per semester) and access to student housing. Requirements include: seminary (or equivalent), one previous (successful) unit ACPE, a successful interview on site, and recognition by an appropriate religious body. Please submit a completed application form, all evaluations and a \$30 application fee to: The Rev. Dr. Donna B. Farrar, Pastoral Care, Chandler Medical Center-University of KY Hospital, 800 Rose Street, H-118, Lexington, KY. 40536-0293. Telephone: 606/323-5301; Fax 606 323-1743 or email Dbfarrar%taonode@mvs.hosp.uky.edu

- **Two Staff Chaplain positions** available at Clarian Health Partners, Indianapolis, IN. Chaplains will join a large multi-faith staff. Clarian has established a set of values that form the basis of guiding principles for the delivery of health care within the organization. The addition of these two positions will complete the consolidation plan to meet the needs of a health system, which includes Methodist, Indiana University and Riley Hospitals. One of these positions will be assigned to the Indiana University Hospital, while the other position will be developed into a clinical assignment in cardiovascular services. Applicants should have a M.Div., or equivalent, at least four units of CPE, faith group endorsement, and also certification with the APC, NACC or the NAJC. Diversity continues to be an emphasis with a special need for a chaplain with a Spanish speaking background. Inquiries should be directed to Dr. Stanley J. Mullin, Director of Chaplaincy Service Pastoral Education, Clarian Health Partners, P.O. Box 1367, Indianapolis, IN. 46206 (317) 929-8611. Resumes may be emailed to sdowney@clarian.com or faxed to (317) 929-3487.

Larry Smith, Long Range Planning
Henry Uy, Research
Karl Van Harn, Nominations

Supervisory Education in the Region

Associate Supervisors

Walter Balk
Elizabeth Price

Supervisory Education in the Region

Gail Bradford
Barbara Bullock
D. Carl Buxo
Roy Dahl
Daryl Hanson
Gene Hausmann
Frank Impicciche
Suzanne McElwan
Barbara Means
Frank Nation
Pat Shelden-Ward
Yoshiya Togami

Calendar of Events

- June 25-26, 2000 Admin Council Hueston Woods, College Corner, OH
- June 29, 2000 CPE Day - Richmond, IN.
- September 22-23, 2000 ECR Fall Meeting, St. Joseph, MI., The Boulevard Inn

Information for the next newsletter must be received in writing by June 23, 2000. Send to: Regional Business Office, 7672 Cottonwood Lane, Dexter, MI. 48130. Telephone: 1/800-336-5099; or lykbyl@aol.com

Officers of the Region

Frank Ciampa, Regional Director
Mary Altenbaumer, Certification
Kim Barnett, Clinical Members
Lin Barnett, Board of Reps
Alan Bowman, Chair
Billie Brandon Beverly, Secretary
D. Carl Buxo, REM
Larry Gray, Treasurer
Ted Hodge, Chair Elect
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Robert Leas, History
Jeannette Lucas, Standards
John Peterson, Accreditation