

## SECTION 3: CHAPLAINCY EDUCATION



### Editor's Introduction

In recent years, *Reflective Practice* has devoted a section of each year's volume to issues surrounding the education and training of professional chaplains. Clinical Pastoral Education has always been central to the formation and training of professional chaplains, but in recent years there have been "other voices," people who think that chaplains, particularly lay chaplains, do not need so much CPE and certainly do not need a three-year master of divinity degree. Still others argue that chaplains actually need more education, particularly more academic work, to meet the increasing demands and explosion of knowledge in modern health care institutions. They argue that having an additional academic credential along with the master of divinity, might better equip and empower new chaplains to deal with the complexity of medical and ethical issues facing chaplains today.

Russell Davis and Alexander Tartaglia represent this latter perspective. Their essay describes the program at Virginia Commonwealth University that integrates CPE and a master's degree in patient care. Their program, which is now in its eighteenth year and is fully described in their essay, represents a premier example of this integration and its success is paving the way for future advancements in how chaplains are trained and prepared for twenty-first-century health care.

Next, Carroll Arkema shares his poem "One Thing She Said, One Thing She Did," which is about the experience of supervision and the pivotal role a supervisor can play in a student's professional development.

Satoe Soga, who is manager of CPE programs at Baylor Scott & White Health in Dallas, Texas, describes another innovative model for the training of ministers and chaplains called Cultural Immersion CPE. In this pi-

lot program, CPE students were embedded in neighboring minority faith communities while serving as hospital chaplains. Soga presents qualitative data collected from stories shared by the participants in this program and reflects on the effectiveness of enhancing students' cultural competence and empathy through experiential learning.

Finally, Lois Williams, a hospice chaplain, completes this section on clinical training by offering reflections on how dying people experience or describe the divine in a short submission titled "Reflections on God-I-Am."

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Editor