

Admissions Policy

Name of Policy and/or Procedure: Admissions

Purpose of Policy and/or Procedure: To provide an orderly and fair process for application and admission to HSL CPE programs, in accordance with ACPE Standards. It is the vision of the HSL CPE programs that their admissions process will create in its student group's diverse and well-prepared communities of learning, able to build on the unique identity and resources of the programs, and be of mutual benefit of the students and of Hebrew SeniorLife.

Policy: It is the policy of the HSL CPE programs to set and publish application deadlines for each unit of CPE, and to process the applications of the persons meeting those deadlines prior to considering any applications that arrive after the deadline.

It is the policy of the HSL CPE programs to assess each applicant's appropriateness for CPE in these settings without discrimination regarding race, gender, age, religion, national origin, sexual orientation, gender identity, gender expression, or disability, provided the applicant is capable of performing the duties as contained in the position description for the Chaplain Intern.

In terms of disability, it is stipulated that the reasonable accommodation of a candidate's disability is HSL's policy unless such condition can be shown to be a clear and present danger to the candidate, employees, residents, or patients, and reasonable accommodations cannot be made or would place an undue financial hardship on HSL. This policy notwithstanding, all students accepted into the HSL CPE programs shall be able, with reasonable accommodation, to physically perform the duties as contained in the position description for Chaplain Intern. In addition to physical requirements, CPE students must sustain sufficient emotional health to deliver spiritual care. Each student must demonstrate the capacity to establish and maintain relationships consistently and be open to learning, change, and growth. Each CPE student must demonstrate a capacity to endure at least moderate amounts of the stress that are a normal part of institutional life and culture in a large long-term chronic care hospital.

Each applicant must meet the criteria for the level of CPE for which they are applying in order to be accepted into the program. The CPE educator(s) and CEC will assess which level a student will work at if they have completed previous CPE unit(s) prior to the use of the new Outcomes and Indicators (2023-24). Each new applicant submits:

For Level IA:

A completed ACPE application, turned in with the \$36 application fee.

An in-person or Zoom admissions interview with the CPE Educator(s) and/or Certified Educator Candidate of the program being applied for, with the possibility of adding another member of the Professional Advisory Committee or spiritual care department.

Graduation from high school, completion of a GED, ordination by a religious/spiritual/values-based orienting system community, or commission by such

community to function in spiritual caregiving. Graduation from college and some graduate level study strongly preferred.

Communication, writing, and analytical skills adequate to sustain success in the CPE learning model. Some introductory experience in spiritual care as a rabbi, rabbinical student, cantor, pastor, seminarian, member of a religious order, or active layperson in a religious/spiritual/values-based orienting system community, or in another professional caregiving discipline such as nursing, social work, psychology, or medicine.

Interest in practicing spiritual care in the context of HSL.

Openness to process learning, about self and others.

The capacity for meaning-making reflection in relation to their religious/spiritual/values-based orienting system.

Health adequate to sustain education and spiritual care for the required number of hours per week in the assigned setting, completion of all assignments, and the fulfillment of all items in the Chaplain Intern Position Description included in the Student Handbook.

Facility with the English language adequate to sustain success in the CPE program.

For Level IB:

A completed ACPE application, turned in with the \$36 application fee.

One previous unit of CPE, and if completed under the new Outcomes and Indicators, documentation from the previous educator's evaluation that the applicant is ready to move to Level IB.

Copies of the applicant's self evaluation and their educator's evaluation from their first unit of CPE.

An in-person or Zoom admissions interview with the CPE Educator(s) and/or Certified Educator Candidate of the program being applied for, with the possibility of adding another member of the Professional Advisory Committee or spiritual care department.

Communication, writing, and analytical skills adequate to sustain success in the CPE learning model. Some introductory experience in spiritual care as a rabbi, rabbinical student, cantor, pastor, seminarian, member of a religious order, or active layperson in a religious/spiritual/values-based orienting system community, or in another professional caregiving discipline such as nursing, social work, psychology, or medicine.

Interest in practicing spiritual care in the context of HSL.

Openness to process learning, about self and others.

The capacity for meaning-making reflection in relation to their religious/spiritual/values-based orienting system.

Health adequate to sustain education and spiritual care for the required number of hours per week in the assigned setting, completion of all assignments, and the

fulfillment of all items in the Chaplain Intern Position Description included in the Student Handbook.

Facility with the English language adequate to sustain success in the CPE program.

For Level IIA:

A completed ACPE application, turned in with the \$36 application fee.

Two previous unit of CPE, and if completed under the new Outcomes and Indicators, documentation from the previous educator's evaluation that the applicant is ready to move to Level IIA.

Copies of the applicant's self evaluation and their educator's evaluation from their first two units of CPE.

An in-person or Zoom admissions interview with the CPE Educator(s) and/or Certified Educator Candidate of the program being applied for, with the possibility of adding another member of the Professional Advisory Committee or spiritual care department.

Communication, writing, and analytical skills adequate to sustain success in the CPE learning model. Some introductory experience in spiritual care as a rabbi, rabbinical student, cantor, pastor, seminarian, member of a religious order, or active layperson in a religious/spiritual/values-based orienting system community, or in another professional caregiving discipline such as nursing, social work, psychology, or medicine.

Interest in practicing spiritual care in the context of HSL.

Openness to process learning, about self and others.

The capacity for meaning-making reflection in relation to their religious/spiritual/values-based orienting system.

Health adequate to sustain education and spiritual care for the required number of hours per week in the assigned setting, completion of all assignments, and the fulfillment of all items in the Chaplain Intern Position Description included in the Student Handbook.

Facility with the English language adequate to sustain success in the CPE program.

For Level IIB:

A completed ACPE application, turned in with the \$36 application fee.

Three previous unit of CPE, and if completed under the new Outcomes and Indicators, documentation from the previous educator's evaluation that the applicant is ready to move to Level IIB.

Copies of the applicant's self evaluations and their educator(s)' evaluations from their first two units of CPE.

An in-person or Zoom admissions interview with the CPE Educator(s) and/or Certified Educator Candidate of the program being applied for, with the possibility of adding another member of the Professional Advisory Committee or spiritual care department.

Communication, writing, and analytical skills adequate to sustain success in the CPE learning model. Some introductory experience in spiritual care as a rabbi, rabbinical student, cantor, pastor, seminarian, member of a religious order, or active layperson in a religious/spiritual/values-based orienting system community, or in another professional caregiving discipline such as nursing, social work, psychology, or medicine.

Interest in practicing spiritual care in the context of HSL.

Openness to process learning, about self and others.

The capacity for meaning-making reflection in relation to their religious/spiritual/values-based orienting system.

Health adequate to sustain education and spiritual care for the required number of hours per week in the assigned setting, completion of all assignments, and the fulfillment of all items in the Chaplain Intern Position Description included in the Student Handbook.

Facility with the English language adequate to sustain success in the CPE program.

Procedure:

Prospective students may inquire about a CPE program at HSL by e-mail, by phone, or in person. The Educator(s) or CEC provides written material about the unit (including its application deadline), directions on accessing the standard ACPE application form, and the opportunity to ask any questions.

First unit at HSL: If this would be the first unit for the student in an HSL CPE program, the applicant completes and submits their full application and pays the application fee. The CPE Educator(s) and/or CEC makes a determination of whether to take the student's application to the next step, which involves an interview. If the Educator(s) and/or CEC decides not to interview the candidate, a letter is sent to the candidate denying admission to the program.

If the Educator(s) and/or CEC chooses to process the application further, they set up an onsite or Zoom interview for the applicant with the Educator(s) and/or CEC and/or a member of the spiritual care department or Professional Advisory Committee. The Administrative Assistant of the CPE programs sends a reference form to the applicants' references, asking each to evaluate the applicant's readiness for CPE at HSL. In the rare case where the given reference person is not reachable by email, a phone conversation covering the questions on the reference form may be held.

In the interview, the CPE Educator(s) and/or CEC and/or other interviewers seek to determine the applicant's readiness and ability for clinical learning in the HSL context and whether HSL is a setting conducive to the applicant's learning goals.

Subsequent unit at HSL: In the situation in which a student wishes to pursue a subsequent CPE unit at HSL, the student writes and sends to the Educator(s) and/or CEC a request to be considered for the desired unit by the deadline for admissions for

the unit desired. The applicant will include a new ACPE face sheet with the request, as well as a brief description of potential learning goals should they return to HSL.

If some time has elapsed since the applicants previous CPE experience at HSL, or if the applicant worked with a different Educator or CEC in an HSL CPE program, the Educator(s) and/or CEC may require the student to submit a full application again, in which case the application fee must be paid, and an interview will be scheduled.

Communication of Admissions Decisions: Within an agreed upon time no longer than eight weeks from the admissions deadline, and within one month of the actual interview, the CPE programs send the applicant email notice of the admissions decision. If the student is offered provisional admission, the letter indicates the level of CPE to which the student is being provisionally admitted and contains information on the date by which the student must accept the offer and send a \$600 non-refundable deposit and a signed [Use of Materials Consent Form](#) in order to hold their place.

If the CPE programs decline to offer the applicant admission, the response letter reflects that decision, and the application materials are shredded.

Once the student cohorts are chosen and the students have committed to doing an HSL CPE unit, the programs' educators and/or CEC assigns each student to a particular HSL CPE program and informs them of the decision.

Final Admission: Admission to an HSL CPE program is provisional until the student has completed the onboarding process entirely and been cleared by HSL to participate in the program. The onboarding process includes payment of full tuition, health and CORI screening, as well as documentation of having health insurance accessible in Massachusetts for the period of the CPE program. When the student has been cleared, the educator or CEC informs them by email that their admission is final. Failure to complete the onboarding process by the deadline may result in the student losing their place in the program. If information should emerge after an admissions decision that would make the student's participation in CPE inadvisable, the educator or CEC may rescind the offer of admission.