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| **PROFESSIONALISM** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Enables identity formation, in particular the shift from the primary identity of Spiritual Care Provider to that of educator |  | [ ]  YES [ ]  NO |
| Teaches diversity and demonstrates multi-cultural humility |  | [ ]  YES [ ]  NO |
| Distinguishes relevant issues in professional ethics |  | [ ]  YES [ ]  NO |
| *Models* self-care, reflective practice, and use of relevant resources |  | [ ]  YES [ ]  NO |
| Utilizes peer and professional consultation and supervision to maintain emotional and spiritual health |  | [ ]  YES [ ]  NO |

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| **RELATIONSHIPS AND IDENTITY** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Demonstrates, and reflects with others on, a range of theoretically informed interventions when engaging CECs |  | [ ]  YES [ ]  NO |
| Models use of self and relationships |  | [ ]  YES [ ]  NO |
| Respects physical, emotional, and spiritual boundaries in the practice of mentoring |  | [ ]  YES [ ]  NO |
| Demonstrates the ability to use differing models of conflict resolution with flexibility and critical purchase |  | [ ]  YES [ ]  NO |
| Integrates social, ethnic, and religious diversity in the educational program (including peer contact with CECs in person or on-line) |  | [ ]  YES [ ]  NO |
| Attends to power imbalances to promote the well-being of CECs and their students |  | [ ]  YES [ ]  NO |

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| **EDUCATION** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Demonstrates understanding of competency based education  |  | [ ]  YES [ ]  NO |
| Demonstrates the core educational skills of building rapport, attuning to learners, problem solving, establishing credibility, and using the expertise in the room.  |  | [ ]  YES [ ]  NO |
| Establishes a clear philosophy, theory, and overarching goals that guide competency based curriculum |  | [ ]  YES [ ]  NO |
| Develops curriculum that includes introducing attributes, knowledge, and skills needed to meet specific competencies |  | [ ]  YES [ ]  NO |
| Utilizes tools for Assessment/ Evaluation/ Feedback with CECs |  | [ ]  YES [ ]  NO |
| Demonstrates intentional use of educational consultation  |  | [ ]  YES [ ]  NO |
| Communicates evaluative information in written and verbal form clearly, constructively, and accurately for both the CEC and those involved in their certification process |  | [ ]  YES [ ]  NO |

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| **CONCEPTUALIZATION & THEORIES** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Remains current with theory and literature pertinent to educating CEC’s |  | [ ]  YES [ ]  NO |
| Demonstrates ongoing critical purchase of developmental and educational theories |  | [ ]  YES [ ]  NO |
| Demonstrates research literacy and contributes to evidence based research and best practices for educators |  | [ ]  YES [ ]  NO |

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| **APPLICATION & INTEGRATION** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Integrates the clinical method of learning with the CEC educational process |  | [ ]  YES [ ]  NO |
| Facilitates clinical learning for CECs within their own contexts and learning trajectory  |  | [ ]  YES [ ]  NO |
| Negotiates parameters related to structures and goals of the organizational and institutional context  |  | [ ]  YES [ ]  NO |
| Aligns practices with institutional norms to maximize resources |  | [ ]  YES [ ]  NO |
| Develops and demonstrates attunement to “in-the-moment, learner-based activities” such as reading the room, monitoring engagement levels, responding to learner and co-facilitator needs, and knowing where to focus |  | [ ]  YES [ ]  NO |
| Shows familiarity with technical resources (video, audio, etc.) to keep pace with CEC’s and enable distance learning |  | [ ]  YES [ ]  NO |

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| **LEADERSHIP & ORGANIZATIONAL DEVELOPMENT*****Administrative Competence*** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Demonstrates knowledge of administrative functions within context, including budget, delegation of responsibilities, and daily functioning of workspace |  | [ ]  YES [ ]  NO |
| Adheres to ACPE Standards and follows ACPE communications and organizational change |  | [ ]  YES [ ]  NO |
| Demonstrates knowledge of ACPE processes such as Accreditation, Certification, Professional Ethics, and registration of student units |  | [ ]  YES [ ]  NO |

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| **LEADERSHIP & ORGANIZATIONAL DEVELOPMENT*****Instructional and Systems Competence*** |
| **Competency** | **What/Where is your evidence?** | **Assessment and Comments** |
| Demonstrates ability to access resources to address inter-institutional and intra-institutional ethical, regulatory, and legal considerations (i.e. Americans with Disabilities Act, Visa/Immigration matters, HR Departments, compliance and legal departments, processing complaint procedures/ACPE Standards) |  | [ ]  YES [ ]  NO |
| Manages overlapping systems and functions (i.e. religious adjudicatories, U.S. Armed Services, seminaries, academia)  |  | [ ]  YES [ ]  NO |
| Cultivates progressive autonomy in and delegates leadership and administrative tasks to the CEC to facilitate meeting the above competencies |  | [ ]  YES [ ]  NO |

**Participants in the Assessment Process**

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| --- | --- |
| **Participant** | **Name** |
| **ACPE Certified Educator** |  |
| **National Faculty Member** |  |
| **National Faculty Member** |  |
| **National Faculty Member** |  |

**Overall Comments (If necessary):**

**Report Sent to the ACPE Office on** Click or tap to enter a date. **By:** Click or tap here to enter text.