| **Phase 1** | **CEC’s Evidence** | **Educator Assessment** |
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| **P1.1 Articulate and assess the impact of your narrative history, socio-cultural identity and spiritual/values-based orienting system on your identity and practice as an educator.** How has your narrative history, socio-cultural identity and spiritual/values-based orienting system been integrated into your identity as an educator and its impact on your educational practice? How have these helped and hindered you as an educator?  |  |  |
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| **P1.2 Reflect on your experience of completing your theory integration process.** How did you grow as an educator in the process of learning and presenting your theoretical framework? What did you discover about yourself and your students? How has the theory integration and presentation process impacted your understanding of CPE? (Note: Basic demonstration and competency of implementation of your theories have been assessed in the theory integration project. P1.45 asks a meta question, reflecting on the theory integration process.) |  |  |
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| **P1.3 Demonstrate self-awareness, self-reflection and self-supervision in your educational practice.** Reflect on your strengths and growing edges as an educator. How do you use self-reflection and self-awareness to impact student learning and integration? How did you self-supervise in your educational practice? Provide examples of how your self-reflection, self-awareness, and self-supervision impacted your educational practice, both in the moment with students and on an ongoing basis as a reflective practitioner.  |  |  |
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| **P1.4 Demonstrate self-care and resiliency that grounds your educational practice.** What are examples of your self-care practices and resiliency in your educational practice, including trauma-informed practices, both during educational encounters and outside of educational spaces?[Standard 2, Item B] |  |  |
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| **P1.5 Identify and address your biases and seek justice as an educator.** How have your biases emerged within your role as an educator, both personally and structurally? How are you working with these biases? [Standard 2]  |  |  |
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| **P1.6 Demonstrate intercultural and interreligious humility in your educational practice.** How have you engaged, honored and supported the socio-economic, cultural, spiritual/values, identities, etc. of students across lines of difference to address educational needs? How do you model these concepts for students to use in their spiritual care practice? [Standard 2] |  |  |
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| **P1.7 Demonstrate empathy and compassion alongside fostering student education and competency.** Reflect on the transition from the role of a spiritual care provider, which has a heavy emphasis on empathy and compassion, into the role of an educator which has an elevated focus on student learning and competency. How have you cared for and demonstrated attunement to the emotional experience of your students alongside fostering their competency and education? |  |  |
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| **P1.8 Educates, cultivates and models relational boundaries in an educational context.** How do you establish relational boundaries in your practice as an educator? How do you teach relational boundaries? How do you model healthy relational boundaries for your students. How do you proactively cultivate relational boundaries? [Standard 7, Item 8] |  |  |
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| **P1.9 Facilitate the forming, deepening and closure of group relationships with and between students as an educator.** How have you journeyed through the beginning, middle and end of a group? How have you facilitated relationships with and between students in the group for the purpose of spiritual care education? Student evaluations and exit interviews may be referenced.  |  |  |
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| **P1.10 Form, deepen, and bring closure to individual relationships as an educator.** How have you journeyed with a student during the educational relationship? Provide examples of individual students you have journeyed with and the impact of your individual relationships on their education. Student evaluations, recordings of individual supervision may be referenced |  |  |
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| **P1.11 Use power and authority appropriately with individuals and groups as an educator.**How do you use your power and authority as an educator in contrast to your role as a spiritual care provider? How do you see yourself exercising your power and authority as an educator? What strengths and growing edges have emerged when you use power and authority? How does awareness of your socio-cultural identity and biases inform your use of power and authority? [Standard 7, Indicator A] |  |  |
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| **P1.12 Recognizes conflict and identifies and implements interventions to facilitate resolution as an educator.** What are examples of a conflict between you and a student or between students in your group or your student with others in your context? How did you recognize these conflicts? How did you identify potential interventions? How did you implement the chosen interventions? Reflect on how they went and what you might have done differently. How do socio-cultural and other differences inform your approach to conflict? |  |  |
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| **P1.13 Describe your CPE curriculum content.** What do you teach - Include the CPE curriculum content that you are using that addresses the ACPE Outcomes and Indicators and context-specific educational needs. How does this curriculum incorporate [ACPE Values?](https://acpe.edu/about-acpe) Include a crosswalk of the curriculum and ACPE Outcomes and Indicators used in one of the CPE units you taught. Please note ACPE’s definition of [curriculum](https://www.manula.com/manuals/acpe/acpe-manuals/2016/en/topic/educational-terms-and-references).[Standard 2, Item 3] |  |  |
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| **P1.14 Describe your use of teaching modalities in your CPE program.** How do you teach it – Reflect on your use of different modalities. These can include verbatim templates, verbatim seminars, presentations, didactics, individual supervision, group processing, learning goals or other modalities that you use. How do these modalities address your goals of spiritual care education? [Standard 2, Item 1 & 2] |  |  |
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| **P1.15 Demonstrate your use of educational interventions when implementing your curriculum.** How did you respond to unanticipated educational opportunities or challenges in group or when working with students during your teaching. How do [ACPE Values](https://acpe.edu/about-acpe) inform your educational interventions? Your required recording may be referenced here.  |  |  |
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| **P1.16 Describe your process of assessing student learning and achievement of the Outcomes and Indicators.** How do you assess student learning and achievement of the Outcomes and Indicators during and at the end of the unit? Which modalities do you employ to make these assessments? How do engage your students around assessments? How do justice, equity, diversity, accessibility and inclusion inform your assessment process? Please include your final evaluations with a reflection on at least one of them including why you gave the rating and wrote the narrative sections that you did.  |  |  |
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| **P1.17 Describe your interview and admissions process of CPE students.** What is your process for recruitment, interviews, admissions and assessing student readiness for CPE? How do you integrate justice, equity, diversity, accessibility and inclusion principles? How do your biases play a role? What are your screening tools and acceptance criteria? How does HR, legal, etc. play a role in your interview and admissions process?  |  |  |
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| **P1.18 Assess the learning environment and opportunities for improvement**.What are some strengths and limitations of the learning environment your students are in, both within their clinical site and their educational time? The learning environment can include physical attributes, as well as organizational dynamics. What guides you towards ongoing improvement? How do justice, equity, diversity, inclusion and accessibility inform your assessment of the learning environment? What changes might you envision considering these observations? [Standard 3, Item 2 & Standard 5, Item 2] |  |  |
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| **P1.19 Incorporates** [**ACPE Values**](https://acpe.edu/about-acpe) **into your educational practice.**How have ACPE values been central to your educational practice? Provide examples that show how you embodied these values. Include a deeper dive into one of these values. [Standard 7] |  |  |
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| **P1.20 Demonstrates personal accountability to ethics and professionalism in accordance with the ACPE Standards and Manuals, and ACPE Code of Professional Ethics.** How have ACPE Standards and ACPE Code of Professional Ethics guided your educational practice? Attest to having read through the ACPE Standards and Manuals and the ACPE Code of Professional Ethics. Materials from your core curriculum reflections on professional ethics may be referenced.[Standard 7, Item7] |  |  |
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| **P1.21 Facilitates ethical accountability and professionalism as an educator.** How do you understand accountability? How have you held others accountable to ethical and professional standards and practices, including [ACPE Values](https://acpe.edu/about-acpe), as an educator? How have you sought to cultivate an environment that seeks to safeguard the welfare of others? [Standard 7, item 7] |  |  |
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| **P1.22 Consults with and remains in dialogue with others as an educator.** How do you use the clinical method of learning and consultation regularly with peers, educators and others? Consultation can revolve around justice, equity, diversity, inclusion and accessibility dynamics, student/learning issues, ethical dilemmas, curriculum development, accreditation, professional challenges, opportunities, etc.  |  |  |
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| **P1.23 Seek, engage and incorporate feedback with openness and curiosity as an educator.**What are examples of feedback that you received from peers/educators/students and how that influenced and/or changed your functioning as an educator? Reflect on your engagement and incorporation of the feedback offered to you in your consortium and how that has impacted your CEC process. [Standard 6, Item 2] |  |  |
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| **P1.24 Offer feedback as an educator.**What are examples of how you gave purposeful feedback, both strengths and growing edges, to students and/or peers? When did giving feedback go well? When did it not? What was your motivation for giving this feedback? How did this impact the relationship after you offered feedback?  |  |  |
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**Participants in the Assessment Process**

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| **Participant** | **Name** | **Date** |
| **CEC** |  |  |
| **Training ACPE Certified Educator** |  |  |
| **Certification Commission Reviewer** |  |  |
| **National Faculty Representative** |  |  |

**COMPLETION OF PHASE 1:** [ ]  **YES** [ ]  **NO**

**Overall Comments (If necessary):**

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