



# Educator's Final Evaluation: Level IA

**Sankofa CPE Center, LLC**

**Educator:** Malu Fairley-Collins  
**Type:** Internship; Fall; Extended

**Student:** Dana Paulsen  
**Unit Dates:** 2/25/2024 - 2/28/2025

**Outcome: Full Credit: Advances**

## About This Evaluation

### What is being evaluated.

CPE is a method of learning spiritual care under supervision as developed by ACPE. It is a process model of education, based on the actual care of individuals and/or groups predicated on students' individual needs and goals that are compatible with program objectives. ACPE Educators evaluate students on objectives across five areas: Spiritual Formation and Integration, Awareness of Self and Others, Relational Dynamics, Spiritual Care Interventions, and Professional Development. Various indicators for each of these areas are evaluated below.

### How this evaluation is scored.

Each item on this evaluation is scored on a four-point scale as follows:

A rating of 1 – The student did not engage with this indicator in this unit.	4 points.
A rating of 2 – The student is beginning to engage.	6 points.
A rating of 3 – The student meets expectations.	8 points.
A rating of 4 – The student exceeds expectations.	10 points.

The total score is calculated by adding the corresponding number of points (above) and dividing by the total number of points possible. To advance, a student must score at least 80%. To receive 1 credit, a student must score at least 70%. To get a half credit, a student must score at least 50%. If a student scores less than 50%, no credit is given.

## Introduction

### LEARNING CONTEXT

This evaluation is to certify that Chaplain Dana Paulson has satisfactorily demonstrated progress toward the 1A CPE program in accordance with the Standards of ACPE: The Standard for Spiritual Care & Education and is hereby granted credit for one unit of 1A CPE. It is to be read in conjunction with Chaplain Dana's self-evaluation.

Sankofa CPE Center, LLC

Sankofa CPE Center, LLC was birthed in the mind of Rev. Dr. Danielle J. Buhuro on February 2, 2021. The term "Sankofa" represents three distinct meanings which influence the objectives of Sankofa CPE Center. First, Sankofa represents the belief that it is important to "learn from the past". Sankofa is a word in the Twi language of Ghana that translates to "Go back..." The symbol of Sankofa is referenced by the Asante Adinkra symbol which is an image of a bird with its head turned backwards while its feet face forward.

With this meaning of Sankofa in mind, this CPE center's first objective is to:

- Invite students to "go back" into the memory of their personal history and self-reflect on their family system heritage. Thus, the curriculum of the center is grounded in Family System Theory and specifically highlights the theories of Na'im Akbar and Nancy Boyd-Franklin. Utilizing the clinical method of learning, students are also invited to "go back" and reflect on encounters with their "patients" in their unique site learning contexts which also speaks to the Pastoral Reflection learning goal of ACPE's Level I and Level II programs.

Sankofa has a second meaning which entails an understanding that, in the process of looking back, there is a golden nugget that one must fetch from one's history. Thus, the image of the bird looking backwards also features the bird holding on to a golden nugget in the mouth. With this meaning of Sankofa in mind, this CPE center's second objective is to:

- Invite students to retrieve "golden nuggets" from their personal history that will help them to develop or further enhance their pastoral identity, which also speaks to the Pastoral Formation learning goal of ACPE's Level I and Level II programs.

Sankofa has a third meaning which symbolizes an understanding that in the process of looking back and retrieving golden nuggets from one's history, one's feet are still planted firmly in the direction of moving forward. Thus, this CPE center's third objective is to:

- Invite students to ever evolve and continue growing in the provision and demonstration of meaningful interreligious spiritual care skills, which also speaks to the Pastoral Competence learning goal of ACPE's Level I and Level II programs. Sankofa CPE Center also specifically incorporates the ACPE objectives and outcomes of Level I and Level II Programs.

There are three distinguished characteristics that make Sankofa CPE Center an innovative, cutting edge program: First, all CPE group sessions, individual supervision sessions and workshops/didactics are offered online. Second, students may choose a social justice/activism venue to provide spiritual care ministry to fulfill their clinical hours. Lastly, digital ministries such as "Telechaplancy" and online worship services are offered as new learning opportunities.

Sankofa CPE Center, LLC features a unique learning curriculum grounded in African-centered psychology, theology and pedagogy. The Center is proud to also be a CPE space that honors LGBTQIA+ persons in an inclusive, open, and affirming learning environment.

Sankofa CPE Center, LLC is accredited by ACPE: The Standard for Spiritual Care and Education ([www.acpe.edu](http://www.acpe.edu)), offering a curriculum grounded in its Level I and Level II objectives and outcomes.

For more information about Sankofa CPE Center, LLC, please visit: [www.SankofaCPE.com](http://www.SankofaCPE.com).

## GROUP

This group was involved in pastoral care/spiritual care ministry with the clinical site for 15 to 25 hours per week. By the end of the program, all students fulfilled the 300 hours minimum clinical time total per ACPE standards.

Group time took place on Wednesdays via Zoom. Students attended didactic/workshop sessions. Each student read assigned reading materials corresponding to each didactic/workshop and video lecture. Each student presented ministry reflection (verbatim) reports and written reflection reports/essays. Students received individual supervision or consultation when requested. Each student also presented a mid-unit and final evaluation. Per ACPE standards, each student completed a mandatory minimum of 100 educational hours.

ACPE Certified Educator (CPE Supervisor): 40 something, African American, queer, gender-queer fem, spouse, mother, ordained Alliance of Baptists clergy and Board Certified, BCC.

Learning Goals: Dana created and progressed on the following learning goals during the unit:

**Personal:** Set healthy boundaries of time management for family and myself.

Dana's commitment to this learning goal signifies a profound personal transformation! Traditionally, she found herself in the role of a "people-pleaser," often prioritizing the needs and desires of others over her own. This behavior may have stemmed from a desire for acceptance or approval, leading to a cycle where her own needs are neglected. She found herself caught in a cycle where her identity was closely tied to how well she could accommodate others, leading to a lack of personal boundaries and, at times, resentment. To support this transformation, Dana began by focusing on self-awareness. She took the time to examine her own needs. Dana learned to prioritize her well-being in relationships and to notice toxic dynamics. She realized that her own mental and emotional health had been compromised due to the unhealthy patterns she had tolerated in her interactions with others. Dana recognized that prioritizing her well-being was not an act of selfishness, but rather a necessary step in cultivating healthy and fulfilling connections.

**Spiritual:** At least twice a week: make time for myself listening to podcast or reading that fuel my mind. Dana set this goal to ensure she regularly focused on her spiritual well-being, improving her overall quality of life and preventing burnout. Dana established this goal to prioritize her spiritual well-being on a consistent basis. By dedicating time and energy to her spiritual practices, she enhanced her overall quality of life. This commitment not only helped her find balance and inner peace but also serves as a protective measure against burnout.

**Pastoral:** Identify and negotiate conflict and management restoration. As she delved into this new understanding, she came to a significant realization about her past experiences. She recognized that her initial reactions to conflict had largely been shaped by her involvement in toxic relationships, where discord was often met with hostility and avoidance rather than understanding. This newfound awareness led her to a pivotal understanding: conflict is not inherently negative. Rather, it can serve as a valuable opportunity for individuals to express themselves, share their perspectives, and have their feelings acknowledged and validated. Dana discovered that when approached with the right mindset, conflict can foster open communication and deeper connections between people. She learned that constructive conflict requires mutual respect from both parties involved. It necessitates a willingness to listen actively and empathetically, allowing each person to articulate their thoughts and emotions without fear of judgment. By embracing this perspective, Dana is not only reshaping her own approach to conflict but is also opening the door for healthier interactions and relationships moving forward. This journey has empowered her to view conflict as a pathway to growth, understanding, and connection rather than a source of fear or division. This understanding and practice will undoubtedly serve her well in her congregational care and leadership as a pastor.

## **A. Spiritual Formation and Integration**

Spiritual formation as a spiritual care provider includes the awareness and integration of one's narrative history, socio-cultural identity, and spiritual/values-based orienting systems. ACPE defines the word "spiritual" as inclusive of theistic and non-theistic/values-based orientations. The following indicators measure student success in the area of spiritual formation and integration.

- 4** IA.1 Identify formative and transformative experiences in one's narrative history and their significance to one's spiritual journey.
- 3** IA.2 Articulate awareness upon reflection of when a care encounter intersects with elements of one's narrative history.
- 3** IA.3 Demonstrate a knowledge of one's social identity as related to spiritual care.
- 3** IA.4 Articulate awareness upon reflection when a care encounter intersects with elements of one's social identity.
- 4** IA.5 Describe how one's values and beliefs about spiritual care are part of one's orienting systems.

### **Educator Comments**

Dana took time to reflect deeply on the various intersections of her personal narrative, her theological journey, her social context, and her practice of spiritual care. She recognized how these elements intertwined, shaping her understanding and approach to her care. Dana is a deeply compassionate and empathetic person. Her care is deeply rooted in the love she

experiences in her relationship with God and that she holds for others, especially those who are suffering or marginalized.

## B. Awareness of Self and Others

The CPE process helps build awareness of self and others as a vehicle for greater spiritual care. Awareness includes learning about oneself and developing greater awareness of the experiences and values of others. The following indicators measure student success in self- and other-awareness.

- 4 IA.6 Demonstrate knowledge of the varieties of self-care and initiate the use of self-care practices.
- 3 IA.7 Demonstrate an awareness of implicit and systemic bias including cultural and value/belief-based prejudice and its impact on spiritual care.
- 4 IA.8 Demonstrate respect for the orienting systems of others arising out of a sense of common humanity.

### Educator Comments

At the beginning of the unit, she made a significant move from the Midwest to Florida, a transition that excited her immensely. She was eager to immerse herself in a community characterized by its rich diversity, which offered new perspectives and opportunities for growth. This vibrant environment not only invigorated her spirit but also provided a unique backdrop for her spiritual care practice, allowing her to engage with individuals from various backgrounds and experiences. As she settled into this new chapter of her life, Dana felt a sense of anticipation about how these experiences would influence her journey ahead. Dana cherished this diversity and new experiences it brought. Dana has a heart for the elderly and learned more about their vulnerabilities, needs and hopes as she ministered with this population.

## C. Relational Dynamics

Spiritual care and education require empathy and healthy relational boundaries grounded in warmheartedness for self and others. Empathy includes caring about and taking the perspective of others' experiences, values, beliefs, and practices. Healthy relational boundaries include respect for differences in spirituality. Empathy and relational boundaries work in tandem to ensure helpful, rather than harmful, spiritual care. The following indicators measure student success in relational dynamics.

- 4 IA.9 Demonstrate knowledge of and initiate use of empathy in spiritual care contexts.
- 4 IA.10 Demonstrate knowledge of and initiate use of healthy relational boundaries in spiritual care contexts.
- 3 IA.11 Demonstrate an understanding of group dynamics as it relates to spiritual care encounters and the learning process.

### Educator Comments

Dana was a deeply committed and engaged peer, known for her unwavering dedication to the group. She paid close attention not only to her own work but also to the efforts and challenges faced by her peers. Dana consistently offered insightful feedback that was both constructive and encouraging, helping her peers to see their strengths and areas for growth. Moreover, she had a remarkable ability to provide appropriate, life-giving encouragement at just the right moments. Her thoughtful words often uplifted those who felt overwhelmed or uncertain, fostering a sense of community and support within their group. Dana's peers felt well seen, heard, and cared for by her, as she took the time to listen actively and respond with empathy.

## D. Spiritual Care Interventions

Spiritual care providers inhabit a role that necessitates specialized knowledge and skills to address spiritual care needs. The following indicators measure student success in using spiritual care interventions.

- 4 IA.12 Demonstrate the ability to represent one's role and function when initiating spiritual care relationships.
- 3 IA.13 Demonstrate an understanding and initiate use of communication styles and skills in spiritual care relationships.
- 3 IA.14 Demonstrate an understanding and initiate the use of spiritual resources that address spiritual wellbeing.

- 3 IA.15 Demonstrate an understanding of the difference between spiritual assessments and spiritual histories/screens.
- 3 IA.16 Demonstrate an understanding of the role of documentation in the provision of spiritual care.

**Educator Comments**

In her final evaluation Dana stated "Spiritual care interventions depend upon the assessment and need of the client. Each person is unique and must be approached with compassion, respect, love and empathy. Listen intently, being present as they tell you their journey...A spiritual assessment comes with observation, conversation and much listening. Models of H.O.P.E has been helpful. Understanding the physical and mental ramifications of trauma old or new influences this assessment process.

Tools come in different forms. As each person is unique. Each conversation will be unique. You must be willing to be adaptable as your care plan will change."

Dana approached each care encounter with openness, compassion, and curiosity, creating an environment where care recipients felt valued and understood. Her openness allowed her to connect with individuals on a personal level, ensuring that they felt comfortable sharing their thoughts and feelings. This genuine interest in their well-being fostered trust.

**E. Professional Development**

Success in the formational and reflective process of CPE requires an engagement with one's own learning process and what it means to be a professional in spiritual care. Professional Development in the CPE process includes engaging the Clinical Method of Learning, abiding by Ethical Practice and Professionalism, growing through Consultation and Feedback, investing in Teamwork and Collaboration, and becoming Research literate. The following indicators measure student success in this professional development.

- 4 IA.17 Demonstrate an awareness and initiate use of the clinical method of learning (action-reflection-new action).
- 4 IA.18 Demonstrate an awareness of and adherence to mandatory reporting requirements and professional codes of ethics relevant to one's context.
- 4 IA.19 Demonstrate through one's behavior the attributes of integrity and honesty in one's spiritual care practice and learning process.
- 4 IA.20 Represent and conduct oneself in a manner that is appropriate to the context.
- 4 IA.21 Demonstrate knowledge of the role of consultation in the learning process of spiritual care.
- 4 IA.22 Demonstrate awareness **of one's ability to receive and engage feedback** related to one's learning process of spiritual care.
- 4 IA.23 Demonstrate awareness of one's ability to offer **feedback** related to the learning process of spiritual care.
- 3 IA.24 Demonstrate an understanding of how spiritual care interacts with and is part of the larger care team.
- 2 IA.25 Demonstrate an awareness of how research is relevant to spiritual care.

**Educator Comments**

Dana fully engaged with the clinical method of learning, approaching it with both an open heart and an open mind. This deep commitment transformed her experience in Clinical Pastoral Education (CPE), allowing her to not only absorb a wealth of knowledge but also undergo significant personal and professional growth. Throughout the program, Dana discovered profound insights about herself, which enhanced her understanding of her own spiritual and emotional landscape.

As she navigated the challenges and opportunities presented during her CPE journey, Dana expanded her pastoral authority and function, gaining confidence in her ability to provide spiritual care and support to others. This growth was further enriched by her embrace of the HOPE spiritual assessment tool, which equipped her with valuable skills to assess and address the spiritual needs of care recipients. By integrating these experiences and insights, Dana emerged from the program not only as a more effective pastoral caregiver but also as a more self-aware individual, ready to face the complexities of spiritual care with compassion and competence.

**Concluding Remarks & Recommendations**

I truly enjoyed the opportunity to educate Dana!! She possesses remarkable wisdom that shines through in her thoughtful contributions and insights. Dana's compassion for others is evident in the way she interacts with her peers, always showing

kindness and understanding. Moreover, she is notably grounded, maintaining a strong sense of self and purpose that serves as an inspiration to those around her. Her passion for spiritual care is infectious. Throughout the unit, it was heartwarming to witness her transformation and development; she embraced challenges and pushed herself to new heights. I wholeheartedly encourage her to continue this level of deep introspection and reflection. Such practices will not only enhance her personal growth but also enrich her ministry journey. I have no doubt that Dana will make a meaningful impact in her future ministry placements, and I look forward to seeing where her passion and dedication will take her next!

Here are a few questions for continued reflection:

How do you communicate your boundaries to others in your ministry, and how might you improve this communication?

What strategies can you implement to ensure your boundaries are respected by others?

What skills do you believe are essential for effectively navigating conflicts within your community?

How can you encourage open dialogue and healthy conflict resolution among your future congregation?

How do you recognize the signs of burnout in yourself, and what proactive steps can you take to prevent it?

In what ways can you create a support system that encourages your self-care and overall well-being?

### Student Rights and Responsibilities

1. This report has been made available to the student within 21 calendar days of the completion of the unit. If not, this evaluation documents the extension arrangements discussed with the accreditation commissioner and the student.
2. Students can respond formally by writing an addendum, if they choose, only after discussing this report with their educator. This addendum (written response) then becomes part of the student record, and will be displayed below.
3. If the student chooses to respond formally by writing an addendum, the student is responsible for choosing "add addendum" when receiving a copy of this report, and sends the addendum to their educator, who will electronically add the addendum to this document.
4. The timeline and deadline for student response and return of the educator's evaluation are established by the center's policies.
5. It is the student's responsibility to retain copies of this report and all evaluations written by the student and educator.
6. The CPE Center will retain copies of both documents for 10-years from the date the evaluation was sent to the student. After 10 years, the center's record retention policy will determine what will happen with the documents.
7. These evaluations will not be available to anyone else except with written permission from the student. Exceptions: see ACPE Guide for Student Records in the Accreditation Manual.

### Student Addendum

### Signatures



**Malu Fairley-Collins**  
ACPE Certified Educator  
Signed: March 18, 2025

March 18, 2025

