

## Master of Arts in Ministry and Spirituality - Outcomes Assessment Map- Common to All Streams, March 2014

ATS Criteria	Learning Outcomes	Assessment Rubrics	Assessment Practices
<p><b>1. Personal and Spiritual Formation</b></p> <p>The program shall foster the spiritual and emotional maturity in the student necessary for effective ministerial practice and authentic witness. Required Courses that Assess Learning Goal:(2 units) -Integration for Ministry I &amp; II</p>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Practice a contemplative model of theological reflection that supports their personal and professional development.</li> <li>2. Discern the creative action of God in one’s own life and in the life of the church and society for service.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify patterns in their narrative of their pastoral vision.</li> <li>2. Identify patterns of prayer for both individual and communal ministerial development.</li> <li>3. Identify and employ resources that support their ongoing reflective practices.</li> </ol>	<p>Retreats of the IFM Seminars Integration for Ministry Seminars – weekly horizon analysis papers, Integration Papers based on contemplative reflection process. Transcripts Portfolio Graduate &amp; Alumni/ae Survey</p>
<p><b>2. Heritage and Cultural Context</b></p> <p>The program shall encourage students to grow in faith and discernment through the integration of theological and ethical reflection, integrated spirituality, social analysis, Scripture study and the religious tradition. The program shall provide opportunity to develop an understanding of ministerial issues and concerns in the context of the faith tradition and contemporary cultures. Required Courses that Assess Learning Goal: (13 units)(11 units SD stream)</p> <p><b>a) Religious Heritage</b></p> <ul style="list-style-type: none"> <li>- Introduction to New Testament</li> <li>- One Old Testament elective</li> <li>- One History elective</li> <li>- Three elective courses in Systematics – Anthropology, Christology, Ecclesiology</li> <li>- One elective in Social Ethics</li> <li>- One elective in Ethics or Systematics</li> <li>- One elective in New Testament</li> </ul> <p><b>b) Cultural Context</b></p> <ul style="list-style-type: none"> <li>-Religious Experience in World Religions</li> <li>-Ethical Reflection on Pastoral Practice</li> <li>- Spirituality and Culture</li> <li>- One Elective</li> </ul>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a personal integration of theological and pastoral issues in their religious tradition.</li> <li>2. Accompany others in their faith and spiritual formation.</li> <li>3. Reflect theologically on contemporary cultural and societal realities.</li> <li>4. Engage the community with ethical reflections in pastoral settings.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a basic grasp of theological reflection.</li> <li>2. Demonstrate an integration of social analysis, scripture study and the religious tradition.</li> <li>3. Articulate a personal understanding of the relationship between religious experience and world religious traditions.</li> <li>4. Articulate an ongoing reflective sense of discipleship.</li> <li>5. Employ practices of ongoing discernment of their ministerial vocation.</li> <li>6. Articulate a personal understanding of the relation between spirituality and culture and ethics.</li> </ol>	<p>Entrance self-evaluation Course Evaluations Transcripts Portfolio Graduate &amp; Alumni/ae Survey</p>

**Master of Arts in Ministry and Spirituality - Outcomes Assessment Map - Pastoral Praxis Stream, (20 Units)**

<p><b>3. Theological Reflection on Discipleship in Ministry</b></p> <p>The program shall promote an evaluative and integrative process of theological reflection on the ministerial competencies appropriated by the student for service in church and society.</p> <p>Required Courses that Assess Learning Goal: (5 units)</p> <ul style="list-style-type: none"> <li>- Integration for Ministry Pastoral Component</li> <li>- Three Pastoral Electives</li> <li>- Integration for Ministerial Theory and Praxis (IFM III)</li> </ul>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Envision their capacity for leadership and service in the church and in society.</li> <li>2. Engage resources necessary for their on-going transformation and that of church and society.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Envision their capacity for leadership and to engage their pastoral community in theological reflection.</li> <li>2. Create and maintain a network of colleagues with whom they collaborate and who can be resources and support for their service in family, church and society.</li> <li>3. Practice pastoral skills including contemplative listening, compassionate presence and evocative questions in pastoral ministry.</li> <li>4. Discern specific ministerial needs and engage in reflective leadership</li> </ol>	<p>Ministry supervision          Transcripts          Portfolio          IFM III – Final Integration          Presentation: Vision of Self in Ministry Statement          Graduate Survey          Alumni/ae Survey</p>
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**Master of Arts in Ministry and Spirituality - Outcomes Assessment Map - Ministry of Spiritual Direction Stream, (20 Units)**

<p><b>3. Formation in the Ministry of Spiritual Direction</b></p> <p>The program assists women and men to discern their call and capacity for the ministry of spiritual direction. It promotes an ongoing evaluative and integrative process of theological reflection on the ministerial competencies foundational to the ministry and appropriated by the student for service in church and society.</p> <p>Required Courses that Assess Learning Goal: (7 units)</p> <ul style="list-style-type: none"> <li>- Introductory Practicum in Spiritual Direction</li> <li>- Retreat in Everyday Life</li> <li>- Supervised Practice and Appropriation of the Ministry of Spiritual Direction</li> <li>- Three Pastoral Electives related to discernment, spiritual direction, prayer, spiritual exercises, group spiritual direction, supervision</li> </ul>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Envision and discern their capacity for spiritual direction ministry and leadership for service in the church and in society.</li> <li>2. Engage resources necessary for their on-going professional development, personal transformation and are aware of resources for the needs of others in church and society.</li> <li>3. Participate in ongoing spiritual direction and supervision while serving in spiritual direction ministry.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Engage and integrate the practice of contemplative theological reflection with the practice of spiritual direction and supervision.</li> <li>2. Practice the pastoral skills of contemplative listening, compassionate presence and evocative questions in ministry.</li> <li>3. Envision and evaluate their capacity for spiritual direction ministry and supervision.</li> <li>4. Discern specific ministerial needs and engage in reflective leadership.</li> <li>5. Create and maintain a network of colleagues with whom they collaborate and who can be resources and support for their service in church and society.</li> </ol>	<p>Ministry supervision          Transcripts          Portfolio          Final integrative theological reflection paper on the pastoral competencies          A Pastoral Competency Interview          Graduate Survey          Alumni/ae Survey</p>
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# MA in Ministry and Spirituality – Pastoral Praxis Stream

## Summative Synthesis Paper Rubric

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:
Year started: _____
Graduating Year: _____
Data Entered: _____

### Evaluation Learning Outcomes

I believe that this student (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

#### 1) Identify patterns in their narrative of their pastoral vision

a) Engage a model of theological reflection

Failure	Good	Very Good	Excellent	Outstanding
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b) Capacity to share in small group reflection

Failure	Good	Very Good	Excellent	Outstanding
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c) Effective use of horizon analysis process

Failure	Good	Very Good	Excellent	Outstanding
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d) Articulates a faith and pastoral vision

Failure	Good	Very Good	Excellent	Outstanding
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#### 2) Identify patterns of prayer for both individual and communal ministerial development

a) Identify a variety of prayer forms

Failure	Good	Very Good	Excellent	Outstanding
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b) Engages in communal prayer

Failure	Good	Very Good	Excellent	Outstanding
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c) Demonstrate understanding of discernment

Failure	Good	Very Good	Excellent	Outstanding
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d) Shows openness to spiritual transformation

Failure	Good	Very Good	Excellent	Outstanding
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#### 3) Identify and employ resources that support their ongoing reflective practices.

a) Raises evocative questions

Failure	Good	Very Good	Excellent	Outstanding
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b) Engages resources beyond required material

# MA in Ministry and Spirituality – Pastoral Praxis Stream

## Portfolio Assessment Rubric

Student Number: \_\_\_\_\_

Assessor: \_\_\_\_\_

Office use only:
Year started: _____
Graduating Year: _____
Data Entered: _____

### Evaluation Learning Outcomes

I believe that this student (circle the appropriate term for each learning outcome):

#### 1. Personal and Spiritual Formation

1) *Identify patterns in their narrative of their pastoral vision*

Failure      Good      Very Good      Excellent      Outstanding

2) *Identify patterns of prayer for both individual and communal ministerial development*

Failure      Good      Very Good      Excellent      Outstanding

3) *Identify and employ resources that support their ongoing reflective practices.*

Failure      Good      Very Good      Excellent      Outstanding

#### 2. Heritage and Cultural Context

1. *Demonstrate a basic grasp of theological reflection.*

Failure      Good      Very Good      Excellent      Outstanding

2. *Demonstrate an integration of social analysis, scripture study and the religious tradition.*

Failure      Good      Very Good      Excellent      Outstanding

3. *Articulate a personal understanding of the relationship between religious experience and world religious traditions.*

Failure      Good      Very Good      Excellent      Outstanding

4. *Articulate an ongoing reflective sense of discipleship.*

Failure      Good      Very Good      Excellent      Outstanding

5. *Employ practices of ongoing discernment of their ministerial vocation.*

Failure      Good      Very Good      Excellent      Outstanding

**Master of Arts in Ministry and Spirituality  
Ministry of Spiritual Direction Stream  
Assessment Rubrics**

**March, 2014**

**Assessment Rubrics (Phase I)**

**RGP 3661HY Practicum in Spiritual Direction -**

There are four distinct areas of assessment for each student: (A-D)

**A. *Three Integrative Reflection Papers following Triads, I, II, III***

Six questions for reflection and integration in a 4-6 page paper

**Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

**Foundational skills to be assessed:**

1. Thoroughness and depth of understanding of the charism of spiritual direction ministry as evident in student's image/metaphor and description of style/approach of director and the feeling tone of the relationship between director and directee (question 1)
2. Degree of self-awareness of interior dynamics, reactions, feelings, thoughts, sensations in the particular role held and of desire and capacity for this ministry (question 2 and 6)
3. Depth of learning expressed, including articles and readings referenced (questions 3 and 5)
4. Awareness of impact of triad experience on assumptions/beliefs/expectations about God, relationship between personal growth and spiritual development, spiritual direction and contemplative stance (question 4)

**B. *Participation in Triad Process:***

Each student participates by fulfilling the role of a spiritual director, of a directee, and as a contemplative observer

**Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

**Foundational skills to be assessed:**

1. Demonstrates evidence of weekly preparation for their role
2. Demonstrates a contemplative stance in each role of the triad
3. Demonstrates an understanding of prayer and of discernment

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream

## Portfolio Assessment Rubric

Student Number: \_\_\_\_\_

Assessor: \_\_\_\_\_

Office use only:
Year started: _____
Graduating Year: _____
Data Entered: _____

### Evaluation Learning Outcomes

I believe that this student (circle the appropriate term for each learning outcome):

#### 1. Personal and Spiritual Formation

1) *Identify patterns in their narrative of their pastoral vision*

Failure      Good      Very Good      Excellent      Outstanding

2) *Identify patterns of prayer for both individual and communal ministerial development*

Failure      Good      Very Good      Excellent      Outstanding

3) *Identify and employ resources that support their ongoing reflective practices.*

Failure      Good      Very Good      Excellent      Outstanding

#### 2. Heritage and Cultural Context

1. *Demonstrate a basic grasp of theological reflection.*

Failure      Good      Very Good      Excellent      Outstanding

2. *Demonstrate an integration of social analysis, scripture study and the religious tradition.*

Failure      Good      Very Good      Excellent      Outstanding

3. *Articulate a personal understanding of the relationship between religious experience and world religious traditions.*

Failure      Good      Very Good      Excellent      Outstanding

4. *Articulate an ongoing reflective sense of discipleship.*

Failure      Good      Very Good      Excellent      Outstanding

5. *Employ practices of ongoing discernment of their ministerial vocation.*

Failure      Good      Very Good      Excellent      Outstanding

6. *Articulate a personal understanding of the relation between spirituality and culture and ethics.*

Failure      Good      Very Good      Excellent      Outstanding

### **3. Formation in the Ministry of Spiritual Direction**

1. *Engage and integrate the practice of contemplative theological reflection with the practice of spiritual direction and supervision.*

Failure      Good      Very Good      Excellent      Outstanding

2. *Practice the pastoral skills of contemplative listening, compassionate presence and evocative questions in ministry.*

Failure      Good      Very Good      Excellent      Outstanding

3. *Envision and evaluate their capacity for spiritual direction ministry and supervision.*

Failure      Good      Very Good      Excellent      Outstanding

4. *Discern specific ministerial needs and engage in reflective leadership.*

Failure      Good      Very Good      Excellent      Outstanding

5. *Create and maintain a network of colleagues with whom they collaborate and who can be resources and support for their service in church and society.*

Failure      Good      Very Good      Excellent      Outstanding

**Please use the space below for any additional comments:**



4. While in the role of spiritual director, enters into the supervisory process with openness to critique and mentoring
5. Demonstrates a capacity for genuine self-awareness
6. Demonstrates an ability of offer feed-back in a non-judgmental manner in triad reflection process
7. Arrives on time for appointments, informs others of illness or lateness

***C. Participation in Role Group Process:***

Students participate in a role group meeting to process and reflect on their triad role, and to become aware of both their own strengths and areas for growth

**Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

**Foundational skills to be assessed:**

1. Honours the requirement for confidentiality of information heard in the triads
2. Shares their experiences with openness, demonstrates a contemplative listening stance
3. Demonstrates a willingness to grow in awareness of their particular role throughout the five meetings of each role group

***D. Self-Assessment of Ministerial Competencies –And Areas for Continued Growth:***

Final paper in which the student reflects on their own growth and development in the skills necessary for the ministry of spiritual direction and an opportunity to reflect on and discern their call to this ministry. This paper covers nine ministerial competencies.

**Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

**Foundational skills to be assessed:**

1. Insight into one's own strengths and awareness of areas for growth
2. Demonstrates an ongoing willingness to discern call to spiritual direction ministry

## **Assessment Rubrics (Phase II)**

### **RGP 3248/6248YF Retreat in Everyday Life**

For this two-credit intensive 10-day course (9am-5pm), there are five distinct areas of assessment for each student:

#### **A. Discernment Paper**

A 1-2 page paper demonstrating participant's desire and discernment to continue in the Diploma in Spiritual Direction Program. This paper is submitted as an entrance requirement for this course.

##### **Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Fair: 6

#### **Foundational skill to be assessed:**

1. Paper reveals a capacity for genuine self-awareness, through personal example.
2. Demonstrates an understanding of discernment.
3. Demonstrates an awareness of personal gifts for the ministry of spiritual direction.

#### **B. Participation in Small and Large Group and Dyad Processes**

Each class allows students to share in making contributions to discussions, participate in case studies, and role demonstrations. Also each student participates in daily sessions as a spiritual director and as a directee.

##### **Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Fair: 6

#### **Foundational skills to be assessed:**

8. Demonstrates evidence of daily preparation for their spiritual direction appointments; is able to establish a covenant
9. Demonstrates a contemplative stance in small, large groups and in spiritual direction appointments
10. Demonstrates an understanding of prayer and of discernment
11. Demonstrates a capacity for genuine self-awareness
12. Demonstrates an ability of offer feed-back in a non-judgmental manner
13. Arrives on time for appointments, informs others of illness or lateness

#### **C. Participation in Individual Supervision**

1. Demonstrates an understanding of the Contemplative Reflection Form (CRF)

2. Demonstrates an ability to engage the use of the CRF in supervision sessions
3. Demonstrates an understanding of the Ignatian Rules for Discernment

#### **D. Participation in Peer Group Supervision**

Students learn the process of peer group supervision, present a CRF, and participate as peers in supervision of one another. A staff person acts as a facilitator of the process.

#### **Rubric of assessment:**

Excellent: 9, 10  
Very Good: 8  
Good: 7  
Fair: 6

#### **Foundational skills to be assessed:**

1. Demonstrates an understanding of the focus for supervision within the ministry of spiritual direction.
2. While in the role of spiritual director, enters into the supervisory process with openness to critique and mentoring
3. Demonstrates a capacity for genuine self-awareness
4. Demonstrates an ability of offer feed-back in a non-judgmental manner in peer supervision process.

#### **E. Self-Assessment of Ministerial Competencies –And Areas for Continued Growth**

Final paper in which the student reflects on their own growth and development in the skills necessary for the ministry of spiritual direction and an opportunity to reflect on and discern their call to this ministry. This paper covers nine ministerial competencies.

#### **Rubric of assessment:**

Excellent: 9, 10  
Very Good: 8  
Good: 7  
Fair: 6

#### **Foundational skills to be assessed:**

1. Insight into one's own strengths and awareness of areas for growth
2. Demonstrates an ongoing willingness to discern call to spiritual direction ministry

## **Assessment Rubric (Phase III)**

### **RGP3269/6269HY, Supervised Practice and Appropriation of the Ministry of Spiritual Direction**

For this two-semester course there are two sections of assessment: three areas for Phase III and two areas of assessment for Phase IV.

#### **Phase III     *Supervised Practice of the Ministry of Spiritual Direction***

##### **A.     Practice of Spiritual Direction:**

- 1) Meet with three directees over a period of eight months
- 2) Have eight one-hour spiritual direction sessions with each directee
- 3) Contemplative reflection before and after each spiritual direction appointment

##### **B.     Practice of Supervision:**

- 1) The student meets with a DSD program approved spiritual direction supervisor for nine sessions.
- 2) Reflective preparation of the *Contemplative Reflection Form (CRF)* two CRF's are to be completed every three weeks, to be read by the supervisor- 16 in total completed at end of Phase III
- 3) Ten appointments with supervisor: initial covenant meeting with supervisor, eight supervision appointments with the *Contemplative Reflection Forms* and a final appointment to process experience of Phase III and for dialogue on ministerial competencies; areas for continued growth in spiritual direction and supervision.

#### **Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Fair: 6

#### **Foundational skill to be assessed:**

1. Establishes a working covenant with the supervisor and with each directee.
2. Demonstrates an ability to establish appropriate boundaries with their directees, following SDI Ethical Guidelines
3. Critical awareness of responses to the perceived presence or absence of God
4. Engage in supervision as a way to serve directees in recognizing and integrating God's presence and direction in every aspect of life
5. Participate in supervision for the growth and integration of the theory and practice of spiritual direction
6. Ongoing reflection on growth and development in ministerial competencies

## **Phase IV     *Appropriation Experience***

- A.** A final 20 page theological reflection paper on the Ministry of Spiritual Direction will integrate reflection on the experiences of Phase III, a reflection on growth and development in the “ministerial competencies” and the integration of the sixteen Contemplative Reflection Forms. The paper is intended to reveal the director’s learned and appropriated theology and practice of spiritual direction as a ministry developed throughout the formation program.
- This final paper will also include a bibliography, the sixteen Contemplative Reflection Forms and the signed covenant between the supervisor and the student.
- B.** A pastoral competency interview is held after the integration paper, sixteen Contemplative Reflection Forms and signed Supervision Covenant have been reviewed by two staff persons. The interview will include the Director of the DSD program, the supervisor and the student. If the supervisor is unable to attend another staff member will participate in the conversation. The interview process will enable the staff to facilitate a dialogue around the director’s competency in the theory and practice of the ministry of spiritual direction.

### **Rubric of assessment:**

Excellent: 9, 10  
Very Good: 8  
Good: 7  
Fair: 6

### **Foundational skill to be assessed:**

1. Creative reflection on continuing growth in the “ministerial competencies,” which are integral to the Spiritual Direction Practicum
2. Creative reflection on experience, including the integration of specific examples from Phase III practice, and in the CRF’s
3. An integration of theory from their courses and readings from the DSD program
4. Demonstrated awareness that this ministry occurs in the context of diverse cultures and within various church/faith communities
5. Demonstrates a commitment to ongoing personal spiritual direction and supervision as a spiritual director

## Assessment Rubric (Phase III, IV)

### Regis College Diploma in Spiritual Direction

#### Covenant Between the Spiritual Director and the Supervisor

##### The Spiritual Director:

- 1) meets regularly with his/her own spiritual director
- 2) meets with three directees over a period of eight months
- 3) meets at least eight times with each directee every three weeks
- 4) prayerfully reflects on each spiritual direction appointment
- 5) prepares sixteen *Contemplative Reflection Forms* (CRF)
- 6) presents two CRF ahead of time for each meeting with the supervisor
- 7) engages in the process of supervision so that the director's experience is the object of the session
- 8) engages in the process of supervision to integrate the theory and practice of spiritual direction for growth in competencies of this ministry
- 9) engages in the process of supervision to continue the discernment of call and giftedness for the ministry of spiritual direction
- 10) final meeting with supervisor is for dialogue on ministerial competencies: areas for continued growth in spiritual direction and supervision
- 11) agrees on fee to supervisor for supervision appointments (10)

##### The Supervisor:

- 1) prayerfully reflects on the director's CRF in advance of supervision sessions
- 2) engages in the process of supervision so that the director's experience is the object of the sessions
- 3) challenges the director to integrate the theory and practice of spiritual direction for growth in the competencies of this ministry
- 4) fosters discernment of the call to the ministry of spiritual direction
- 5) facilitates the director's confirmation of gifts and strengths for the ministry of spiritual direction
- 6) meets director for initial covenant and eight times for supervision
- 7) final meeting with director for dialogue on ministerial competencies; areas for continued growth in spiritual direction and supervision
- 8) agrees on fee from director for supervision appointments (10)

***Signatures of covenant that the above have been mutually and satisfactorily agreed to by the spiritual director and the supervisor.***

Spiritual Director: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Date Signed: \_\_\_\_\_ Approximate date of completion: \_\_\_\_\_

(over)

**Regis College Diploma in Spiritual Direction**

**Covenant for Phase III: Between the Spiritual Director and the Supervisor**

**Completion of Covenant**

*Signatures on the completion of the covenant agreed to by the spiritual director and the supervisor.*

**Spiritual Director:**\_\_\_\_\_

Comments by Spiritual Director:

**Supervisor:**\_\_\_\_\_

Comments by Supervisor:

**Date of completion of covenant:**\_\_\_\_\_

*(Spiritual Director: Please return this form to the Director of the DSD Program)*

6. *Articulate a personal understanding of the relation between spirituality and culture and ethics.*

Failure            Good            Very Good            Excellent            Outstanding

### **3. Theological Reflection on Discipleship in Ministry**

1. *Envision their capacity for leadership and to engage their pastoral community in theological reflection.*

Failure            Good            Very Good            Excellent            Outstanding

2. *Create and maintain a network of colleagues with whom they collaborate and who can be resources and support for their service in family, church and society.*

Failure            Good            Very Good            Excellent            Outstanding

3. *Practice pastoral skills including contemplative listening, compassionate presence and evocative questions in pastoral ministry.*

Failure            Good            Very Good            Excellent            Outstanding

4. *Discern specific ministerial needs and engage in reflective leadership*

Failure            Good            Very Good            Excellent            Outstanding

**Please use the space below for any additional comments:**



	Failure	Good	Very Good	Excellent	Outstanding
c) Integrates contemporary culture in reflections					
	Failure	Good	Very Good	Excellent	Outstanding

## Assessment Rubrics (Phase I)

### RGP 3661HY Practicum in Spiritual Direction -

There are four distinct areas of assessment for each student: (A-D)

#### ***A. Three Integrative Reflection Papers following Triads, I, II, III***

Six questions for reflection and integration in a 4-6 page paper

##### **Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

##### **Foundational skills to be assessed:**

1. Thoroughness and depth of understanding of the charism of spiritual direction ministry as evident in student's image/metaphor and description of style/approach of director and the feeling tone of the relationship between director and directee (question 1)
2. Degree of self-awareness of interior dynamics, reactions, feelings, thoughts, sensations in the particular role held and of desire and capacity for this ministry (question 2 and 6)
3. Depth of learning expressed, including articles and readings referenced (questions 3 and 5)
4. Awareness of impact of triad experience on assumptions/beliefs/expectations about God, relationship between personal growth and spiritual development, spiritual direction and contemplative stance (question 4)

#### ***B. Participation in Triad Process:***

Each student participates by fulfilling the role of a spiritual director, of a directee, and as a contemplative observer

##### **Rubric of assessment:**

Excellent: 9, 10

Very Good: 8

Good: 7

Satisfactory: 6

##### **Foundational skills to be assessed:**

1. Demonstrates evidence of weekly preparation for their role
2. Demonstrates a contemplative stance in each role of the triad

3. Demonstrates an understanding of prayer and of discernment
4. While in the role of spiritual director, enters into the supervisory process with openness to critique and mentoring
5. Demonstrates a capacity for genuine self-awareness
6. Demonstrates an ability of offer feed-back in a non-judgmental manner in triad reflection process
7. Arrives on time for appointments, informs others of illness or lateness

***C. Participation in Role Group Process:***

Students participate in a role group meeting to process and reflect on their triad role, and to become aware of both their own strengths and areas for growth

**Rubric of assessment:**

Excellent: 9, 10  
Very Good: 8  
Good: 7  
Satisfactory: 6

**Foundational skills to be assessed:**

1. Honours the requirement for confidentiality of information heard in the triads
2. Shares their experiences with openness, demonstrates a contemplative listening stance
3. Demonstrates a willingness to grow in awareness of their particular role throughout the five meetings of each role group

***D. Self-Assessment of Ministerial Competencies –And Areas for Continued Growth:***

Final paper in which the student reflects on their own growth and development in the skills necessary for the ministry of spiritual direction and an opportunity to reflect on and discern their call to this ministry. This paper covers nine ministerial competencies.

**Rubric of assessment:**

Excellent: 9, 10  
Very Good: 8  
Good: 7  
Satisfactory: 6

**Foundational skills to be assessed:**

1. Insight into one's own strengths and awareness of areas for growth
2. Demonstrates an ongoing willingness to discern call to spiritual direction ministry

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Summative Assessment Rubric

## RGP 3661HY Practicum in Spiritual Direction (Phase One)

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:

Year started: \_\_\_\_\_

Graduating Year: \_\_\_\_\_

Data Entered: \_\_\_\_\_

**The student participates in three triad experiences-in each of three roles (spiritual director, directee, contemplative observer); three Integrative Reflection Papers; participates in three role groups; self-assessment of nine pastoral competencies**

### Evaluation Learning Outcomes

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) Engage and integrate the practice of contemplative theological reflection with the practice of spiritual direction and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*2) Practice the pastoral skills of contemplative listening, compassionate presence and evocative questions in ministry.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*3) Envision and evaluate their capacity for spiritual direction ministry and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*4) Discern specific ministerial needs and engage in reflective leadership.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*5) Create and maintain an network of colleagues with whom they collaborate and who can be resources and support for their service in church and society*

Unable to Assess      Good              Very Good              Excellent              Outstanding

**Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this assessment rubric.

The rubrics are used:

1. Three Integration Papers
2. Final Self-Assessment of Pastoral Competencies
2. In the assessment of Portfolios.

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Assessment Rubric

## RGP 3661HY Practicum in Spiritual Direction

### (Phase One)

Student Name: \_\_\_\_\_

Examiner, Staff supervisor: \_\_\_\_\_

Office use only:

Year started: \_\_\_\_\_

Graduating Year: \_\_\_\_\_

Data Entered: \_\_\_\_\_

### Evaluation Learning Outcomes

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) Three Integrative Reflection Papers: demonstrate an understanding of the charism of spiritual direction ministry .*

Unable to Assess      Good                  Very Good                  Excellent                  Outstanding

*2) Participation in Triad Process: demonstrates evidence of weekly preparation for their role; arrives on time for appointments, and informs others of illness or lateness; demonstrates an ability of offer feed-back in a non-judgmental manner in triad reflection process*

Unable to Assess      Good                  Very Good                  Excellent                  Outstanding

*3) Supervision: Demonstrates a willingness to engage in supervision and enters into the supervisory process with openness to critique and mentoring while demonstrating a capacity for genuine self-awareness.*

Unable to Assess      Good                  Very Good                  Excellent                  Outstanding

*4) Role Group Process: Participate in a role group meeting to process and reflect on their triad role; maintain the requirement for confidentiality; shares experiences with openness, demonstrate a contemplative listening stance; demonstrates a willingness to grow in awareness of their particular role throughout the five meetings*

Unable to Assess      Good                  Very Good                  Excellent                  Outstanding

*4. Self-Assessment of Ministerial Competencies And Areas for Continued Growth:  
Demonstrates insight into one's own strengths and awareness of areas for growth;  
demonstrates an ongoing willingness to discern call to spiritual direction ministry*

Unable to Assess      Good                  Very Good                  Excellent      Outstanding

**Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this assessment rubric.

**The rubrics are used:**

1. Three Integration Papers
2. Final Self-Assessment of Pastoral Competencies

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Summative Assessment Rubric

## RGP 3248 YF Retreat in Everyday Life

### (Phase Two)

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:

Year started: \_\_\_\_\_

Graduating Year: \_\_\_\_\_

Data Entered: \_\_\_\_\_

### Evaluation Learning Outcomes

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) Engage and integrate the practice of contemplative theological reflection with the practice of spiritual direction and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*2) Practice the pastoral skills of contemplative listening, compassionate presence and evocative questions in ministry.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*3) Envision and evaluate their capacity for spiritual direction ministry and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*4) Discern specific ministerial needs and engage in reflective leadership.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*5) Create and maintain an network of colleagues with whom they collaborate and who can be resources and support for their service in church and society*

Unable to Assess    Good    Very Good    Excellent    Outstanding



## **Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this rubric.

The rubrics are used:

- 1.
2. In the assessment of Portfolios.

## Evaluation Learning Outcomes

I believe that this student (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) A Discernment Paper: A 1-2 page paper demonstrating participant's desire to continue in the Diploma in Spiritual Direction Program. This paper is submitted as an entrance requirement for this course.*

Failure      Good      Very Good      Excellent      Outstanding

*2) Participation in Small and Large Group and Dyad Processes: Each class allows students to share in making contributions to discussions, participate in case studies, and role demonstrations. Also each student participates in daily sessions as a spiritual director and as a directee.*

Failure      Good      Very Good      Excellent      Outstanding

*3) Participation in Individual Supervision*

Failure      Good      Very Good      Excellent      Outstanding

*4) Participation in Peer Group Supervision: Students learn the process of peer group supervision, present a CRF, and participate as peers in supervision of one another. A staff person acts as a facilitator of the process.*

Failure      Good      Very Good      Excellent      Outstanding

*5) Self-Assessment of Ministerial Competencies – And Areas for Continued Growth: Final paper in which the student reflection on their own growth and development in the skills necessary for the ministry of spiritual direction and an opportunity to reflect on and discern their call to this ministry. This paper covers nine ministerial competencies.*

Failure      Good      Very Good      Excellent      Outstanding

## Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Failure – Student does not demonstrate ability to integrate their narrative with a pastoral vision.

The rubrics are used:

1. In the final assessments of IFM I, II, III.
2. In the assessment of Profolios.

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Summative Assessment Rubric

## RGP 3269/6269HY Supervised Practice and Appropriation of the Ministry of Spiritual Direction

### (Phases III and IV)

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:
Year started: _____
Graduating Year: _____
Data Entered: _____

**The student will complete 8 sessions as a spiritual director with each of 3 directees; complete 10 appointments with a supervisor; complete 16 Contemplative Reflection Forms; write a 20 page reflective integrative paper; engage in a pastoral competency interview**

### Evaluation Learning Outcomes

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) Engage and integrate the practice of contemplative theological reflection with the practice of spiritual direction and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*2) Practice the pastoral skills of contemplative listening, compassionate presence and evocative questions in ministry.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*3) Envision and evaluate their capacity for spiritual direction ministry and supervision.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*4) Discern specific ministerial needs and engage in reflective leadership.*

Unable to Assess    Good    Very Good    Excellent    Outstanding

*5) Create and maintain an network of colleagues with whom they collaborate and who can be resources and support for their service in church and society*

Unable to Assess    Good    Very Good    Excellent    Outstanding

## **Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this rubric.

### **The rubrics are used:**

1. In the assessment of Final Integration Paper
2. The Pastoral Competency Interview
3. The Covenant between Student and Supervisor

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Assessment Rubric

**RGP 3269/6269HY Supervised Practice and Appropriation of the Ministry of Spiritual Direction**

**(Phase IV-Reflection & Integration Paper)**

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:

Year started: \_\_\_\_\_

Graduating Year: \_\_\_\_\_

Data Entered: \_\_\_\_\_

*Appropriation of Experience: A final 20 page theological reflection paper on the Ministry of Spiritual Direction will integrate reflection on the experiences of Phase III, a reflection on growth and development in the “ministerial competencies” and the integration of the sixteen Contemplative Reflection Forms. The paper is intended to reveal the director’s learned and appropriated theology and practice of spiritual direction as a ministry developed throughout the formation program. The paper will also include a bibliography, the sixteen Contemplative Reflection Forms and the signed covenant between the supervisor and the student.*

## Evaluation Learning Outcomes

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

1) Reflection creatively on continuing growth in each of the ministerial competencies which are integral to the ministry of Spiritual Direction.

Unable to Assess      Good      Very Good      Excellent      Outstanding

2) Reflect creatively on experience, including the integration of specific examples from Phase III practice and from the Contemplative Reflection Forms

Unable to Assess      Good      Very Good      Excellent      Outstanding

3) Demonstrates an integration of theory from course work and from spiritual direction ministry

Unable to Assess      Good      Very Good      Excellent      Outstanding

*4) Demonstrates awareness that this ministry occurs in the context of diverse cultures and within various church/faith communities*

Unable to Assess      Good      Very Good      Excellent      Outstanding

*5) Demonstrates an ethical/professional commitment to ongoing personal spiritual direction and supervision if they plan to continue to offer this ministry as a service to church and society*

Unable to Assess      Good      Very Good      Excellent      Outstanding

### **Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this rubric.

#### **The rubrics are used:**

1. In the assessment of Final Integration Paper

# MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream: Assessment Rubric

**RGP 3269/6269HY Supervised Practice and Appropriation of the Ministry of Spiritual Direction**

**(Phases IV-Pastoral Competency Interview)**

Student Name: \_\_\_\_\_

Examiner: \_\_\_\_\_

Office use only:  
 Year started: \_\_\_\_\_  
 Graduating Year: \_\_\_\_\_  
 Data Entered: \_\_\_\_\_

*Appropriation of Experience: A pastoral competency interview is held after the integration paper, sixteen Contemplative Reflection Forms and signed Supervision Covenant have been reviewed by two staff persons. The interview will include the Director of the DSD program, the supervisor and the student. If the supervisor is unable to attend another staff member will enable the staff to facilitate a dialogue around the director’s competency in the theory and practice of the ministry of spiritual direction.*

**Evaluation Learning Outcomes:**

I believe that this student can (circle the appropriate term for each learning outcome; explanation of the assessment rubric is on the back of this form):

*1) Reflect creatively on continuing growth in each of the ministerial competencies which are integral to the ministry of Spiritual Direction.*

Unable to Assess      Good      Very Good      Excellent      Outstanding

*2) Reflect creatively on experience, including the integration of specific examples from Phase III practice and from the Contemplative Reflection Forms*

Unable to Assess      Good      Very Good      Excellent      Outstanding

*3) Demonstrates an integration of theory from course work and from spiritual direction ministry*

Unable to Assess      Good      Very Good      Excellent      Outstanding

*4) Demonstrates awareness that this ministry occurs in the context of diverse cultures and within various church/faith communities*

Unable to Assess      Good      Very Good      Excellent      Outstanding



*5) Demonstrates an ethical/professional commitment to ongoing personal spiritual direction and supervision if they plan to continue to offer this ministry as a service to church and society*

Unable to Assess

Good

Very Good

Excellent

Outstanding

### **Assessment Rubric for the Summative Exercise for the MA in Ministry and Spirituality – Ministry of Spiritual Direction Stream**

Outstanding – Student exhibits strong evidence of critical self-awareness with a broad knowledge base as he or she integrates their narrative, cultural sensitivity and appropriation of pastoral skills with their pastoral vision.

Excellent – Student demonstrates good critical self-awareness with an adequate knowledge base as he or she integrates their narrative, cultural awareness, appropriation of pastoral skills with their pastoral vision.

Very Good – Student exhibits an evaluative stance, speaking in his or her own voice and integrates creatively theological insights, pastoral skills and life experience.

Good – Student demonstrates basic integration skills, bringing together particular life events and elements of the tradition, and adequate pastoral competency.

Unable to Assess – Student does not demonstrate this rubric.

#### **The rubrics are used:**

1. The Pastoral Competency Interview