IB-LC ASSESSMENT RUBRIC

	Excellent		Competent		Unacceptable		NA
	6	5	4	3	2	1	
Students think critically and creatively about ethics and pastoral care							
Student demonstrates a critical understanding of the interconnection between Ethics and Pastoral Care							
Student gives evidence of utilizing a theological method that integrates a multi-disciplinary reflection on pastoral practices (e.g. integrating fields such as ethics, theology, philosophy, sociology, gender theory, psychology, anthropology, cultural studies, critical race theory, etc.)							
Student articulates a personal ministerial ethics related to pastoral care in an applied ministry setting							
Student demonstrates ability to articulate ethical questions raised in the offering of care, and demonstrates self-awareness around how these ethical questions shape the student's pastoral response							
Students demonstrate skills and knowledge in interpreting the behavior of the church							
Student is able to identify the ethical issues at play in a pastoral care situation and apply appropriate methods/sources in moral theology in order to make normative judgments							
Student is able to separate moral issues from legal or politicial issues and issues of church polity within the pastoral care context							
Student cultivates a ethic of listening that allows she/he to be fully present while doing pastoral care							
Student understands basic ethical concepts related to pastoral care such as respect for persons, particularity, autonomy, non-maleficence and justice							
Student learns how to use an observe-judge-act model in analyzing the moral issues at stake in a particular pastoral care context							
Students demonatrate skills and knowledge in leading the church through care							
Student utilizes a pastoral theological lens in the practice of care and integrates this understanding into his/her pastoral practice.							
Student articulates an understanding of his/her pastoral role that is congruent with his/her values, theological commitments, and personhood.							
Student demonstrates ability to access a range of pastoral skills and to utilize particular skills according to the context of pastoral care situation. These skills include: pastoral presence, listening/attending, empathic reflection, conflict resolution/confrontation, and crisis management.							
Student recognizes relational and group dynamics in his/her work context as they relate to pastoral care and incorporates such understandings into his/her pastoral care.							
Student demonstrates the ability to provide practices of care that are culturally and contextually appropriate, that can take into consideration elements of cultural and ethnic diversity, social conditions, systems, and justice issues without imposing his/her own perspective.							
Student is aware of aspects of self-awareness that shape his/her pastoral care, including central themes of his/her religious heritage and major life events and relationships in his/her own life narrative. Student can provide reasonable self-assessment of his/her work and functioning.							
Student demonstrates competent use of self in ministry including: emotional availability, appropriate self-disclosure, positive use of power, a non-anxious and non-judgmental presence, and clear and responsible boundaries.							
Student is able to manage ministry and administrative functions in terms of accountability, productivity, self-direction, and clear communication.							