

REGIS ST. MICHAEL'S

TORONTO SCHOOL OF THEOLOGY

MASTER OF PSYCHOSPIRITUAL CARE (MPS)

Program Outline (2025-26)

INTRODUCTION

The Master of Psychospiritual Studies (MPS) is a twenty course post-baccalaureate degree that equips persons for leadership in specialized areas of spiritual care, spiritual direction or social justice ministries. The MPS program prepares graduates to be leaders in lay ministries in faith communities, pursue careers in the non-profit sector, and work as institutional chaplains, spiritual care practitioners, and community workers in public institutions.

DEGREE STREAMS

Students must choose one of the following streams at admission:

- **Spiritual Care.**
The spiritual care stream prepares students for specialized ministry in a variety of settings, including in healthcare, educational, and spiritual care/chaplaincy settings. As a distinct field of study, this stream invites students to train in the specialized skills of pastoral care.*
- **Spiritual Direction.**
This stream prepares students to provide one-on-one and small group spiritual accompaniment, rooted in the Christian spiritual traditions, in parish, retreat centre, and private settings. As a distinct field of study, this stream invites students to train in the specialized skills of spiritual accompaniment as a unique type of ministry.
- **Social Justice Ministries.**
This stream will be of interest to applicants seeking to take up ministries in religious and secular social service agencies and non-governmental agencies, particularly those attentive to providing direct service to disadvantaged populations and persons, to advocating for a more just society, and the building of the common good and prepares students to analyze the need social change and provides training for leadership in complex and rapidly changing social systems.

* Regis St. Michael's does not offer the conjoint Certificate in Spiritual Care and Psychotherapy (SCP Certificate). This certificate is only offered as part of the MPS at Emmanuel College and Knox College.

ADMISSION REQUIREMENTS

Admissions take place once annually in the Spring/Summer for programs and courses that begin in the Fall.

The admission requirements for all basic degree programs follow the policies of the *TST Basic Degree Handbook*. MPS applicants must fulfill the following minimum requirements:

- Be a graduate of an accredited college or university or give evidence of having completed an educational program equivalent to a BA degree. Normally applicants should have a B-average in an appropriate bachelor's degree.
- Possess sufficient fluency in English to participate actively in seminars and to write essays and examinations.
- Submit a brief Statement of Intent.
- Select a program stream.
- Submit official transcripts from all postsecondary institutions attended.
- Participate in a short interview with the Recruitment & Enrolment Officer (or designate).
- Pay a non-refundable application fee at the time of application.

Advanced Standing, Advanced Placement and Transfer of Credit

Transfer of credits, program residency and outstanding program requirements will be assessed on a case-by-case basis by the Basic Degree Committee. The number of transferable credits (from all institutions) is limited to one half of the credits required by any program requirement with a minimum grade of B-. Transfer credit is not normally granted for theological field education requirements. For more information, please consult the *TST Conjoint Basic Degree Handbook* (Sec. 6).

Transfer Between Streams

Students wishing to transfer between streams, must petition the Basic Degree Committee. If approved, students must then fulfill all the degree requirements of the new stream. Students should consult with the Recruitment & Enrolment Officer prior to submitting such a petition.

Existing RSM Students and Program Registration

Existing students registered in another RSM degree program who wish to transfer their registration to the MPS must apply for admission into the MPS. If admitted, they will be subject to all the policy and program requirements of the MPS.

DEGREE REQUIREMENTS

The Master of Pastoral Studies (MPS) requires twenty (20) courses (or 10 full-course equivalents).

PROGRAM DURATION

- Full-time. Two years (5 courses per term for 4 terms).
- Part-time. Up to eight years (maximum program length).

SPIRITUAL CARE STREAM[†]

A. Faith Foundation Courses. Seven (7) courses.

- Introduction to the Old Testament (RGB1005H, SMB1007H)
- Introduction to the New Testament (RGB1501H, SMB1501H)
- History I (RGH1010H, SMH1010H)
- Foundations of Theology (RGT1101H, SMT1101H)
- Theological Anthropology (RGT3310H)
- Christology, Trinity, or Ecclesiology (e.g., SMT2242H, RGT3223H, SMT2404H)
- Introduction to Theological Ethics (RGT1905H)

B. Ministry Core. Three (3) courses.

These provide an introduction to Catholic spiritual care.

- Introduction to Pastoral Care (SMP2502H)
- Faith Development Across the Lifespan (SMP3421H)
- One (1) course in Professional Ethics
(e.g., Professional Ethics in Ministry, Professional Ethics in Psychotherapy and Spiritual Care (RGP3564H))

C. Stream Courses. Seven (7) courses.

- Two (2) courses in Spirituality.
 - For example, Religious Experience in the World's Religions (RGT3281H), Spirituality and Culture (RGP3214H), Catholic Spirituality and Education (SMP3410); Prophetic Voices of Carmel (RGT3220H), Spiritual Journey (RGP3272H); Spiritual Exercises of St. Ignatius (RGP3212H), Ignatian Spirituality: Theory and Practice (RGP3235H)
- Three (3) courses in Pastoral Care.
 - For example, Postmodern Constructivist Psychotherapies and Spiritual Care (RGP3561H), Trauma Healing and Transformation (TRP3523H), Cognitive Behavioral Therapy (TRP3511H), Contemporary Family Therapy and Spiritual Care (RGP3565H))
- One (1) Practicum Unit.
 - For example, Field Education, Supervised Psychospiritual Education, or Clinical Psychospiritual Education. The appropriate practicum placement is determined in consultation with the Director of Field Education.
- One (1) Capstone course: Theological Reflection Seminar (RGF3010H)

D. Electives.

- Three (3) courses.

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SPIRITUAL DIRECTION STREAM

A. Faith Foundation Courses. Seven (7) courses.

- Introduction to the Old Testament (RGB1005H, SMB1007H)
- Introduction to the New Testament (RGB1501H, SMB1501H)
- History I (RGH1010H, SMH1010H)
- Foundations of Theology (RGT1101H, SMT1101H)
- Theological Anthropology (RGT3310H)
- Christology, Trinity, or Ecclesiology (e.g., SMT2242H, RGT3223H, SMT2404H)
- Introduction to Theological Ethics (RGT1905H)

B. Ministry Core. Three (3) courses.

These courses provide an introduction to Catholic ministry.

- Foundations of Mission and Ministry (RGP2612H)
- Introduction to Pastoral Care (SMP2502H)
- Professional Ethics in Ministry

C. Stream Courses. Eight (8) courses.

- Catholic Social Ethics (RGT3939H)
- One (1) course in Contemporary Ministry Contexts.
 - For example, Religious Experience in the World's Religions (RGT3281H), Catholic Ministry in a Secular Context, Jesus and Justice (SMB3627H), Liberation and Education (SMP3441H)
- Two (2) courses in Spirituality.
 - For example, Spirituality and Culture (RGP3214H), Prophetic Voices of Carmel (RGT3220H), Catholic Spirituality and Education (SMP3410); Spiritual Journey (RGP3272H); Spiritual Exercises of St. Ignatius (RGP3212H), Ignatian Spirituality: Theory and Practice (RGP3235H)
- Two (2) spirituality electives plus one (1) Field Education unit (100 hours).
- OR
- Three (3) Spiritual Direction courses.
 - Introductory Practicum in Spiritual Direction (RGP3661), Retreat in Everyday Life (RGP3248, 2 units).
- Capstone course: Theological Reflection Seminar (RGF3010) OR Supervised Practice of Spiritual Direction (RGP3218)

D. Electives.

- Two (2) courses.

SOCIAL JUSTICE MINISTRY STREAM

A. Faith Foundation Courses. Seven (7) courses.

- Introduction to the Old Testament (RGB1005H, SMB1007H)
- Introduction to the New Testament (RGB1501H, SMB1501H)
- History I (RGH1010H, SMH1010H)
- Foundations of Theology (RGT1101H, SMT1101H)
- Theological Anthropology (RGT3310H)
- Christology, Trinity, or Ecclesiology (e.g., SMT2242H, RGT3223H, SMT2404H)
- Introduction to Theological Ethics (RGT1905H)

B. Ministry Core. Three (3) half-courses.

These courses provide an introduction to Catholic ministry.

- Foundations of Mission and Ministry (RGP2612)
- Faith Development Across the Lifespan (SMP3421H)
- Professional Ethics in Ministry

C. Stream Courses. Seven (7) courses.

- Catholic Social Ethics (RGT3939H)
- Theology of Evil and Suffering (SMT3131H)
- One (1) course in contemporary ministry contexts.
 - For example, Religious Experience in the World's Religions (RGT3281H), Catholic Ministry in a Secular Context (new RSM course), Jesus and Justice (SMB3627H), Liberation and Education (SMP3441H)
- Two (2) applied ministry courses.
 - For example, Food Justice Farming and Eco-Justice in the City (SMT2610H), Interfaith in the City (SMT3540), Ecology and Spirituality (SMT3370H), Retreat in the City (RGP2222H), Retreat in Everyday Life (RGP3248H), Eco-theology, Eco-spirituality, and Eco-praxis (SMP2661H)
- One (1) practicum unit (Field Education)
- Capstone course: Theological Reflection Seminar (RGF3010H)

D. Electives.

- Three (3) courses.

APPENDIX

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure Supports the Degree Level Expectations
<p>Depth and Breadth of Knowledge</p> <p>Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumption in a discipline overall, as well as in a specialized area of a discipline; Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields many intersect with fields in related disciplines; Developed ability to: Gather, review, evaluate, and interpret information; and Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; Developed critical thinking and analytical skills inside and outside the discipline; and Ability to apply learning from one or more areas outside the discipline.</p>	<p>Depth and breadth of knowledge is understood in the Master of Psychospiritual Studies as...</p> <p>This is reflected in students who are able to:</p> <p><i>Breadth:</i> Students will develop a systematic and discriminating understanding of their faith heritage, including its scripture, history, theological themes, issues, and disputes; cultural and multi-faith contexts; and practice of ministry. They will be aware of current issues in thought, life, and practice of their faith tradition in relation to pastoral and social practices. Students will be able to interpret scripture and religious texts using a variety of methods, sources, and norms.</p> <p><i>Depth:</i> Students will develop a more comprehensive and discriminating familiarity with at least one particular faith tradition and will identify and critically appreciate the diversity of theological viewpoints and pastoral practices within that religious tradition, such as varieties of liturgical and spiritual practices, competencies for intercultural spiritual care, and leadership practices for social services.</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <p>Seven religious heritage courses in theological studies across all streams.</p> <p>Three core ministry courses drawing connection between theological knowledge and pastoral practice.</p> <p>Seven or eight courses in all the streams including required field education, supervised psychospiritual education, or experiential learning with opportunities for clinical pastoral education and intensive internships.</p> <p>One capstone course, included in the stream requirements, with an integrative summative exercise requiring students to demonstrate reflexive praxis.</p> <p>Two or three open electives to develop breadth or intensify knowledge and skills in the stream.</p>
<p>Knowledge of Methodologies</p> <p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>Evaluate the appropriateness of different approaches to solving</p>	<p>Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of their faith tradition and the practice of ministry. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in</p>	<p>Seven religious heritage courses in theological studies; seven courses in theory and practice of a particular pastoral area; a summative exercise demonstrative of an ability to integrate research with practice.</p>

<p>problems using well established ideas and techniques; Devise and sustain arguments or solve problems using these methods; and Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<p>order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of scripture, theology, and compare it with established understandings of pastoral ministry practices. They will be able to report research systematically and intelligibly and develop and support a sustained argument in written form, or in application to specialized pastoral ministry practice such as pastoral care, social justice ministry, and spiritual accompaniment. Students will demonstrate critical understanding in their area of specialization of the relationship between faith practices, cultural contexts, and pastoral practices.</p>	
<p>Application of Knowledge</p> <p>The ability to review, present, and critically evaluate qualitative and quantitative information to: Develop lines of argument; Make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; Where appropriate, use this knowledge in the creative process; and</p> <p>The ability to use a range of established techniques to: Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; Propose solutions; Frame appropriate questions for the purpose of solving a problem; Solve a problem or create a new work; and Make critical use of scholarly reviews and primary sources.</p>	<p>In supervised experiences in ministry, students will apply classroom learning in research, theological reflection, and communication. They will gain critical perspective on, and practical experience in, the tasks of ministerial leadership as applied to pastoral practice. They will be able to identify an issue in the practice of ministry in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative pastoral approaches to it whether in social ministry, pastoral care, or spiritual accompaniment. Diverse methods will be applied to the cultural context of the student's specialization. Students will give evidence of critical self-awareness with regard to their own and other faith perspectives and practices of pastoral ministry in a variety of contexts.</p>	<p>Stream-specific courses with an emphasis on practice, such as practicum courses, field placements, and experiential learning courses.</p>

<p>Autonomy and Professional Capacity</p> <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>The exercise of initiative, personal responsibility, and accountability in both personal and group settings;</p> <p>Working effectively with others;</p> <p>Decision-making in complex contexts;</p> <p>Ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>Behaviour consistent with academic integrity and social responsibility.</p>	<p>Students will develop the intellectual, affective, and professional capacities required for a life of pastoral practice. They will demonstrate emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field settings. They will be able to give a reasonable account of the premises and character and commitments of a religious tradition and to situate it theologically. They will seek to develop capacities of leadership as construed in a faith tradition, and competence in tasks required in pastoral settings. Students will demonstrate an understanding of the variety of callings and spiritual practices within their religious tradition, and an ability to reflect critically on their own sense of call to pastoral service. Students will attend to the spiritual development and well-being of self and others and will display the capacity for self-reflexive and spiritual practices within communities of faith.</p>	<p>Religious heritage courses and focus courses in ethics appropriate to particular practices.</p> <p>Accountability to an advisor in the program.</p> <p>Accountability to a supervisor in a field education or practicum course.</p>
<p>Communication Skills</p> <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<p>Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. The MPS will support the development of communication skills that include the demonstration of growth in personal faith, emotional integrity, and public witness. Students will display the capacity for spiritual practices requisite to pastoral practice and leadership in church and community. Students will demonstrate initiative, responsibility, and</p>	<p>Written papers and oral presentations in coursework.</p> <p>Opportunities for courses in preaching and teaching.</p> <p>Practice in field education and experiential learning courses.</p>

	accountability in personal relationships and group contexts.	
<p>Awareness of the Limits of Knowledge</p> <p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses and interpretations.</p>	<p>Students will be able to make use of insights of the humanities, social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and the practice of ministry. They will recognize the ways in which varied expressions of faith and practice are shaped by social and cultural contexts and the experience of other faith traditions. They will recognize the uncertainties inherent in both faith-based and non-confessional interpretations of religious texts and theological teaching, pastoral practice, and social ministries. Students will demonstrate critical self-awareness as they develop the pastoral capacities – intellectual and affective, individual and corporate, ecclesial and public – that are requisite to the life of pastoral ministry.</p>	<p>The religious heritage courses are taught using a theoretical and critical framework (e.g., historical-critical method of Scriptural interpretation).</p> <p>The stream courses are taught using a theoretical and critical framework (e.g., social-scientific methods) and models of professional ethics.</p>