

**CURRICULUM FOR THE DOCTOR OF MINISTRY PROGRAM, HUC-JIR New York
YEARS 1-3**

YEAR 1 – Level I

FALL

- DMI 700 Foundations in Counseling Theory**
An introduction to foundational theories of human development, personality development, and counseling theory. Emphasis is placed on psychoanalytically informed theories that establish the centrality of the Unconscious in human behavior and development, as well as theories of personality and ego development throughout the life cycle. These essential readings in human development provide theoretical support for developing pastoral and counseling skills.
Jennifer R. Harper, MDiv, LP, NCPsyA
- DMI 701 Professional Role/ Identity Group Process**
Confidential group for students to reflect on experience in the program and its impact on their ministries and professional identities. Group process theory and leadership development are included.
Jessica Mitchell, Ph.D., LP., NCPsyA
- DMI 702 Professional Orientation & Ethics**
An introduction to the process and ethos of counseling through case seminar presentations of pastoral encounters and counseling contacts. Students are encouraged to use the verbatim format to present their counseling work to colleagues for learning and reflection on their unique roles as counseling clergy. Assigned readings will focus on the roles of counselor and clergy to enhance this formation experience.
Jennifer R. Harper, MDiv, LP, NCPsyA
Jessica Mitchell, Ph.D., LP., NCPsyA
Alexandra Barbo, Ph.D.
- DMI 703 Fundamentals of Mental Health Counseling and Consultation Practicum**
Using student case material, the course addresses issues of establishing the counseling relationship, real presence, active listening, the therapeutic alliance, presenting problem, manifest/latent content, spiritual dimensions, assessing the dilemmas/problems, transference and countertransference, defenses, internal resources and coping strategies, etc.
Ann Akers, MDiv, LP, NCPsyA
- DMI 704 Developing a Personal Theology**
The objective of the course is for the student to explore the practical application of one's personal theology in the pastoral relationships of one's ministry. While classical (e.g. Bible) and theological texts will be utilized, the articulation and application of one's personal theological framework will be the primary focus of inquiry. Through lecture, discussion, and theological reflection the student will be expected to refine and articulate orally and in writing personal theological statements

expressing his or her own personal theological perspective in dealing with life experiences in one's ministry.

Rabbi Seth Bernstein, D.Min.

DMI 713 Integrative Seminar I

Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

Rabbi Bennett Miller, D.Min.

Jennifer R. Harper, MDiv, LP, NCPsyA

SPRING

DMI 705 Practicum II: Matching Technique with Assessment

Using case material, students deepen their experience of assessment and appropriate referral. Navigation of the short-term relationship, boundaries, dual relationships, developing referral networks and collaboration, psycho-spiritual issues are addressed.

Ann Akers, MDiv, LP, NCPsyA

DMI 708 Group Dynamics II

Continuation of fall Group Process: Deepening understanding of group dynamics and professional identity issues.

Jessica Mitchell, Ph.D., LP., NCPsyA

DMI 709 Psychopathology I

An introduction to psychopathology and the major classifications of mental disorders (DSM). Emphasis is placed on using assessment models, in combination with psycho-spiritual assessments and evaluations, toward deepening counseling skills and awareness for the clergy person. Focus is placed on differentiating interventions and counseling roles among the helping professions: clergy, counselors, psychiatrists, and other mental health practitioners. Special consideration is given to bereavement with its challenges for clergy who seek to meet the psychological and spiritual struggles unique to those suffering loss.

Jennifer R. Harper, MDiv, LP, NCPsyA

DMI 714 Integrative Seminar II

Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

Rabbi Bennett Miller, D.Min.

Jennifer R. Harper, MDiv, LP, NCPsyA

DMI 718

Clinical Instruction I

Students present active case material from their counseling sessions. Attention to listening, psychodynamic understanding, and use of technique is paid towards student development and competency.

Jennifer R. Harper, MDiv, LP, NCPsyA

Jessica Mitchell, Ph.D., LP., NCPsyA.

Alexandra Barbo, Ph.D.

DMI 724

Family Life Cycle

We will examine a variety of issues that families encounter. These may include such issues as : divorce, re-marriage, blended families, issues of abuse and addictions, self destructive behaviors, infertility and aging. We will look at these issues through the lens of classic texts from various religious traditions and the student's personal theology of pastoral care. We will do this with the goal of discussing various approaches to counseling as well as examining a foundation of resources

Richard Address, D.Min.

SUMMER

DMI 726

Psychopathology II: Addictions

Jane Ann Groom, D.Min.

DMI 728

Marriage/Family Counseling

Introduction to Marriage and Family counseling with focus on the theoretical concepts from systems theory (that posit counseling interventions with families and organizations as unique from those employed in individual counseling). Emphasis is placed on the family and organization as the 'patient in treatment'. This course will introduce the use of genograms for family mapping and symptom assessment, in addition to orienting the student to specialized terminology from systems theory as it creates the structure and treatment environment to address the unique symptoms of systems in crisis and transition.

Jennifer R. Harper, MDiv, LP, NCPsyA

YEAR 2 – Level II

FALL

DMI 706 Practicum II: Recognizing and Responding to Social and Cultural Factors

This course will provide an overview of some of the basic elements of pastoral counseling, with special emphasis on understanding the importance of social and cultural factors in the life of the individual, family and community. The issues covered will include:

- Diagnosis and referral as a function of pastoral care
- Transference and counter-transference in the congregational setting
- Boundary issues as they relate to power, authority and professional responsibilities
- Spiritual and religious practices: a resource for resilience or a cause for concern?
- Pastoral crisis intervention skills with diverse communities

Mary Ragan, Ph.D.

DMI 710 Theology and Pastoral Care

This course provides a framework for understanding the dynamics of evil from different disciplines. Students are encouraged to interrogate theologians, philosophers, psychologists, and social scientists of the past century and then based on their expanded insight of the question of evil develop pastoral care strategies for those who suffer.

Michael A. Dickson, D.Min.

DMI 715 The Lifecycle: Infant, Child, and Adolescent Growth and Development

An overview of pscho-analytic and contemporary theories of early human development, and applications to pastoral counseling.

Alexandra Barbo, Ph.D.

DMI 717 Assessment and Appraisal of Groups and Their Functioning

This course is an unstructured group experience in which students process together the impact of their training on their professional and personal lives. As they acquire new skills and insights, identities inevitably deepen and shift. This group experience promotes the recognition and exploration of these changes. In addition, aspects of “group as a whole” dynamics emerge through the group process, and they are identified as they emerge “in vivo.” Among these dynamics are:

- Phases of group development and the issues that pertain to each (trust in the beginning phase, deepening of content and affect in the middle phase and working through unfinished business and loss in the final phase),
- Factors that dilute group cohesion (scapegoating, the group isolate, the group dominator, intellectualizing, “out of the room” vs. “in the room” content and mirroring),
- The different impact of interventions that focus on individuals vs. ones that focus on the group as a whole,

- Recognizing the group unconscious by appreciating the connections between manifest and latent content.

Douglass B. Clark, M.Div.

DMI 719 Case Discussion II

Students present active case material from their counseling sessions. Attention to listening, psychodynamic understanding, and use of technique is paid towards student development and competency.

Douglass B. Clark, M.Div.

Richard M Cohen, LCSW, BCD, NCPsyA

DMI 729 Integrative Seminar III

Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

Ann Akers, MDiv, LP, NCPsyA

Richard Address, D.Min.

SPRING

DMI 707 Practicum IV: Pastoral Role and Identify

This course will provide an overview of some of the basic elements of pastoral counseling, emphasis on understanding the importance of social and cultural factors in the life of the individual, family and community. The issues covered will include:

- Diagnosis and referral as a function of pastoral care
- Transference and counter-transference in the congregational setting
- Boundary issues as they relate to power, authority and professional responsibilities
- Spiritual and religious practices: a resource for resilience or a cause for concern?
- Pastoral crisis intervention skills with diverse communities

Mary Ragan, Ph.D.

DMI 712 Theology of Grief

Enhancing the Capacity to Experience Gratitude, Hope and Joy by Cultivating an Ability to Bear and Share Sorrow, Loss and Fear

In this class we will explore how grief and suffering and the challenge to re-find hope and joy are understood and expressed in each tradition. We will consider our own personal history and experiences with others as well as other examples which express these themes. We will seek to understand numbness, cynicism and disconnection as resistances to experiencing the full range of feelings. Focus will be upon developing a personal theology/understanding of beliefs about loss and suffering in order more fully face our own grief and joy and thereby be more effective at helping others along this journey. We will explore the ideas of thinkers from a number of traditions as we examine how people manage the spiritual and psychological challenges to faith and trust that are often experienced in reaction to painful loss. Consideration will be given to psychoanalytic and psycho-spiritual understanding of how a concept of

God develops and evolves throughout the life cycle and how such a concept affects the way God and religion may or may not be experienced as a source of comfort at times of loss and distress. Using life cycle liturgy and secular and sacred literature we will examine how people experience grief and loss at different developmental stages and we will explore the personal, spiritual and communal resources that may be available to them as they seek healing. With a knowledge base of psychological and spiritual wisdom we will build our capacity to listen, to empathize and to help ourselves and others to move from sorrow to a returned or new engagement in living with trust and hope.

Rabbi Edythe Held Mencher, LCSW

DMI 720

Clinical Instruction III

Student case material used to address transference, counter-transference, boundary setting, referral, etc.

Richard M Cohen, LCSW, BCD, NCPsyA

Douglass B. Clark, M.Div.

DMI 730

Integrative Seminar IV

Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth

Ann Akers, MDiv, LP, NCPsyA

Richard Address, D.Min.

DMI 731

Problem Solving in Groups

Continuation from 1st Semester (Assessment and Appraisal of Groups and Their Functioning)

Douglass B. Clark, M.Div.

DMI 735

The Human Lifecycle: Adult Growth and Development into Older Age

Exploration of the social and emotional developmental tasks and conflicts from adolescence to old age. Issues relevant to pastoral counseling will be addressed.

Paula Kaplan-Reiss, Ph.D.

DMI 501

Research & Design: Final Project

Ann Akers, MDiv, LP, NCPsyA

YEAR 3 – Level III

FALL/SPRING

DMI 500 Final Project

Upon completion of core curriculum, students propose and develop an intervention designed to meet a pastoral need within their particular work setting. Under the supervision of two mentors, students implement and evaluate the intervention. Final paper is due by January 1st of intended year of graduation.

ELECTIVES

DMI 599 Independent Study for Clinical Case Supervision