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
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 psycho-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