

**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 counseling skills.
- 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.
- DMI 702 Professional Orientation & Ethics**
An introduction to the process and ethos of counseling for pastoral care through case seminar presentations of pastoral encounters and contacts. Students are encouraged to use the verbatim format to present their pastoral work to colleagues for learning and reflection on their unique roles as chaplains and clergy.
Assigned readings focus on the roles of vocational counselors to enhance this formation experience.
- DMI 703 Practicum I: Fundamentals of Mental Health Counseling and Consultation for Pastoral Care**

Using student case material, the course addresses issues of establishing the counseling ministry relationship, real presence, active listening, the working alliance, presenting problem, manifest/latent content, spiritual dimensions, assessing the dilemmas/problems, transference and countertransference, defenses, internal resources and coping strategies etc.
- 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.

DMI 713 Integrative Seminar I

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

SPRING

DMI 705 Practicum II: Matching Assessment with Referral

Using case material, students deepen their understanding of assessment for appropriate referral. This course builds on theory, technique, and practice from the first semester with special attention to making assessments for determining the necessity and facilitation of effective referrals. Navigation of the short-term relationship, boundaries, dual relationships, and developing referral networks are addressed.

DMI 708 Group Dynamics I

Continuation of fall Professional Role/Identity Group Process: Deepening understanding of group dynamics and professional identity issues.

DMI 709 Psychopathology I

An introduction to psychopathology and the major classifications of mental disorders (DSM). Emphasis is placed on understanding mental health 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 the interventions and roles among the helping professions, for clarifying the boundaries of vocational counseling. Special consideration is given to bereavement with its challenges for clergy who seek to meet the psychological and spiritual struggles unique to suffering loss.

DMI 714 Integrative Seminar II

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

DMI 718 Clinical Instruction I

Students present active case material from their pastoral care settings. Attention to listening, understanding in depth, and use of technique is paid to facilitate student development and competency.

DMI 724 Family Life Cycle

We will examine a variety of issues that families encounter. These may include issues of: divorce, re-marriage, blended families, issues of abuse and addiction, 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.

SUMMER

DMI 726 Psychopathology II: Addictions

This course will introduce students to salient issues that arise in the short-term counseling relationships where addiction is a presenting problem. These include engaging the patient/congregant, listening, identifying presenting and underlying areas of concern, ethical considerations, and the importance of appropriate and sensitive boundaries. Students will have opportunities to explore their own subjective reactions to counselees and interpersonal exchanges, as well as different techniques and interventions that may be relevant. Class material and discussion will facilitate deeper understanding of the ways in which theoretical counseling approaches might be integrated into the understanding of psycho-spiritual dynamics, and for referral considerations.

DMI 728 Marriage/Family Counseling

Introduction to pastoral counseling for couples and families with focus on the theoretical concepts from systems theory. Emphasis is placed on the family and organization (not the individual) as the focus for care. This course will introduce genograms for family mapping and symptom assessment, in addition to orienting the student to specialized terminology from systems theory, as it establishes the structure and environment for pastoral care to address the unique symptoms of systems in crisis and transition.

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:

- Assessment 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

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.

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

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

DMI 717 Group Dynamics II: 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 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 (scape-goating, 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 of group communications.

DMI 719 Case Discussion II

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

DMI 729 Integrative Seminar III

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

DMI 501A Seminar: Research & Methods: Final Project

SPRING

DMI

707 Practicum IV: Pastoral Role and Identity

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:

- Assessment 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

DMI 712 Theology: Electives (e.g., Grief, Gender, Trauma, etc.)

Grief (below):

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 religious traditions. 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 psycho-dynamic 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.

DMI 720

Clinical Instruction III

Student case material will be used to address transference, counter-transference, boundary setting, referral, etc., for the pastoral care provider.

DMI 730

Integrative Seminar IV

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

DMI 731

Group Dynamics III: Problem Solving in Groups

Continuation from the third semester, (Assessment and Appraisal of Groups and their Functioning). Focus is on 'use' of the group for problem solving within groups, and congregations.

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.

DMI 501B

Seminar: Research & Design: Final Project

YEAR 3 – Level III

FALL/SPRING

DMI 500 Final Project

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

ELECTIVES:

DMI 599A Independent Study for Case Supervision – this is an additional and/or elective registration for continuing supervision of pastoral care experience (pursued during summers and between semester registration for the Clinical Instruction I, II, and III, courses), that is gained to meet the 300-hour experience requirement for program completion. Students are required to be under supervision for their experience during, and to completion of, the program.

DMI 599B Independent Study for Continuing Final Project – this is an additional and/or elective registration for additional faculty mentorship while continuing beyond the third year, to project completion, as needed.