Hebrew Union College – Jewish Institute for Religion
Interfaith Doctor of Ministry Program for Education in Pastoral Care

STUDENT PROGRAM HANDBOOK 2023-2024

Rabbi David Adelson, D.Min.
Dean, NY Campus

Program Director:
Jennifer R. Harper, M.Div., D.D., NCPsyA, LP
212.242.3585
jharper@huc.edu

<u>**ADMINISTRATIVE OFFICES**</u>: The Program Director can be reached by emailing or calling the phone number listed above. **Amanda (Mandy) Kelly**, Assistant for the D.Min. program, can be reached at akelly@huc.edu. Please direct administrative concerns by email to her attention, copying the Director. Monisha 'Mo' Ringler **(**mringler@huc.edu**)** is Associate Registrar for the College and located on the Cincinnati campus. Roseanne Ackerley (rackerley@huc.edu) is Director of Financial Aid for the College and located on the NY campus. **Lauren Kim, Ed.D.,** is the National Registrar for the College and located remotely, in Los Angeles.

For general academic policies of the College-Institute, which apply to all students of the College-Institute, please refer to the National Student Academic Handbook which is available on the National Registrar's *webpage*

HUC-JIR Mission Statement

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multi-campus academic and spiritual learning community, HUC-JIR builds vibrant progressive Judaism in North America, Israel and around the globe by:

- Studying the great issues of Jewish life, history and thought with an open, egalitarian, inclusive and pluralistic spirit.
- Educating innovative, visionary clergy and professionals who embody the sustaining values, responsibilities, practices, and texts of Jewish tradition to inspire future generations; and
- Advancing the critical study of Judaism and Jewish culture in accordance with the highest standards of modern academic scholarship.

The Doctor of Ministry Program Goals and Learning Outcomes

The Interfaith Doctor of Ministry Program for Education in Pastoral Care is designed to integrate education in clinical theory and theology, in a multi-faith learning environment, for deepening listening and counseling skills for the pastoral and care professional. Whether clergy, chaplain, or other care professional, this program engages the personal and professional identities of our students for expanding awareness of their role identity in the various settings and relationships in which they engage their work. The program offers an academically informed, cohort driven learning experience that generates transformation and change for personal and professional growth and development.

- Learn basic knowledge of group dynamics and psycho-dynamic theories that apply to individuals and families
- Develop skills for recognizing a range of clinically significant symptoms and discernment for making mental health referrals
- Achieve greater self-knowledge for deepening personal integrity, authenticity, and authority in pastoral and care roles
- Grow confidence in navigating the interface between psychology and religion

CELL PHONES/LAPTOPS: Please be mindful there may be other classes in session so limit cell phone use (and voice volume) in hallways. Phones should be turned off during class time. If there is an impending emergency for which you need to keep your phone on, please advise your instructor and classmates at the beginning of class and step away from the classroom if you are required to take the call.

ONLINE LEARNING ETIQUETTES: For laptop use during class, please check with instructor regarding his/her policy. No email or texting should be conducted during class. ZOOM chats during class are for the purpose of facilitating classroom discussion. ZOOM chats are not for the purpose of conducting separate, or parallel, conversations that exclude or remove others from the general class discussion.

E-MAIL: Each student and faculty member is assigned an HUC-JIR email address. **This is the primary method of communication throughout the College, and it is required that you maintain your account.** After you activate your account, please review emails received from the HUC-JIR community frequently, as some may pertain to our program or be of personal

interest to you. In the event you need clarification as to the relevance of a particular message, please contact the Director.

Please note: Emails are professional communications and as such, must reflect a respectful and courteous tone. Staff and faculty are interested in assisting towards the resolution of any concerns you may have.

CONTACT (experience) HOUR: A requirement for graduation from the program is the completion of a minimum of 300 hours of experience, gained under DMIN program supervision, offering pastoral care and related contact experience in your vocational and authorized setting or ministry. An authorized setting is one in which you are employed to carry out work (experience) for which you are supervised, and/or accountable, for within the authorized setting, and that is related to your vocational experience and that can reasonably be engaged for use of experience hours for the DMIN program (e.g., work that is not vocational in relationship to the DMIN program would not be considered an 'authorized' setting). These are the contact hours you will be discussing with your HUC supervisor(s) in weekly Case Discussion class meetings. You will be required to maintain a counseling 'log', documenting the counseling encounters which will be reviewed (signed by your qualified setting supervisor) and supervising instructor at the end of each semester. (See below).

CONTACT ENCOUNTERS that QUALIFY:

HUC-JIR defines a contact hour as any unhurried contact in an appropriate, and/or private setting, in which (a) you have been implicitly or explicitly asked by the patient, parishioner, or congregant to offer pastoral care, (b) you have been explicitly involved in leadership and organizational responsibilities, which your vocation requires of you, in which your pastoral care and leadership feature centrally, and (c) the principles and dynamics taught in the Program are used to understand and respond to the querent, or to the organizational responsibility. (An 'hour' is defined as an 'encounter' or 'contact'; and not as a 60-minute clock-hour, per se).

Examples that **DO** meet this definition of a contact hour include (a) meeting of not less than 20 minutes in your office (whether scheduled or unscheduled) with a congregant who wanted your help with a personal matter and (b) a 30-minute phone conversation with a congregant who called for your help with a personal matter. Time involved with a leadership or administrative situation in which pastoral care is involved, e.g., pastoral care and leadership that is required in meetings of congregational boards and committees and related to community life (this does not include the act of

administrative work related to the bureaucratic and organizational exigencies of your qualified setting).

Qualifying encounters need not have been scheduled in advance, or be of specified length, nor should they lead to formal, regular counseling. Contact hours of <u>less than 20 minutes</u> **do not** count for inclusion as hours that satisfy the experience requirement of 300 hours.

Examples that **do not** meet the definition of a contact hour include (a) a meeting with a member of your Board (staff, administration, or religious school, etc.) whom you feel needs counseling but who does not request or accept the querant role; (b) a 7-minute phone conversation with a congregant asking for guidance in a personal matter which had to be interrupted because of other impending activities (this may create an opportunity for you to schedule a pastoral appointment, but is not itself counted as a contact hour); (c) an encounter of less than 20 minutes of contact time **cannot** be counted towards the requirement.

Encounters that meet the eligible criteria above may properly be listed in your contact log that is signed by your supervisor (class instructor) at the end of each semester and counted toward the hours required by HUC-JIR for graduation.

QUALIFIED SETTING for EXPERIENCE: a qualified setting is a work or ministry setting, i.e., hospital, synagogue, temple, church, or agency, where the student is carrying out duties in the context of pastoral care, authorized by the setting, under supervision and/or with a body of accountability (e.g., church and synagogue Board chairs, hospital supervisors, program directors), for gaining 300 hours of experience for the program graduation requirement. The qualified setting must be approved by the Program Director.

Persons (supervisors or program and/or governing board representatives) whose signature, along with their title, can attest that the student is doing work that is claimed as 'experience', under the authority of the identified setting, are required to sign a letter of **Experience Attestation** for College records. Letters of Experience Attestation must be completed by the student and signed by the authorizing or oversight person, with title, at the setting, and renewed for each calendar year in the program, and returned to the Program Director. Any changes in settings under which the student continues to count experience hours, require a new letter of Experience Attestation to be submitted to the Program Director.

*If you are uncertain about these definitions and criteria, ask the Program Director immediately, rather than bringing up uncertainties at the end of the semester or year.

CONTACT LOG: Students keep a professional log during their time in the Program which will enable them to reconstruct their schedule of past daily counseling encounters. Your log will be reviewed periodically by the Program Director and used to verify that the 300-hour experience requirement has been met.

Log-keeping is not the same as case record-keeping. Case records or case notes must be kept physically separate from your log. Patient and congregant identities should always be disguised to outsiders so that no breach of confidentiality will occur (if, for example, you lost your computer (files) or logbook in the subway). Your log should show the date, initials of the patient or congregant, time of visit, and type of pastoral contact (e.g. life-cycle event, bereavement, anxiety, family issue, pre- or post-surgery, community issues, Board and committee in nature), and nothing more.

EVALUATIONS OF STUDENTS: At the end of each semester you will be evaluated by each of your instructors and supervisors with both a letter grade or Pass/Fail, and narrative feedback. The leader of your Group Experience course will not submit evaluations (to preserve openness and confidentiality for the Group Experience). Evaluations are for the purpose of furthering your progress in training and are not to be confused with letters of recommendation. If you require a letter of recommendation, you may ask any supervisor or faculty member to write one for you.

EVALUATIONS OF TEACHERS AND SUPERVISORS: At the end of each semester you will be asked to evaluate each of your instructors and supervisor. Candor is requested and confidentiality is respected. This opportunity to provide feedback will be made available on-line at the conclusion of each semester.

Candid, self-led feedback is invaluable to the quality of our program, so you are invited to speak for your experience as specifically as possible.

FACULTY MEETINGS: Faculty meetings take place on the second Monday of each month, 12:00-1:00 p.m. The Program Director is available during the semester weeks on Mondays and by appointment (unless other meetings are scheduled), in Room 513. Please make an appointment if you wish to meet.

GRADES: Students are given letter grades A+ through B-, or F. Group Experience, Clinical Case, and the Research Seminars, are given Pass/Fail. Students are expected to maintain a B average to remain in and complete the Program. Progression through, and dismissal from, the DMIN program follows guidelines that govern the academic program protocols for the College. Additional guidelines may exist for the DMIN program based on specific features of the D.Min. curriculum. The D.Min. Student Program Handbook outlines our program protocols. The D.Min. requirements are in addition to, and do not substitute for, or negate, College academic policy. Final grades for each semester must be reported to the Registrar no later than 2 weeks after the end of classes.

ACADEMIC INTEGRITY: All written and produced work for the program curriculum that requires or makes use of references, research, and bibliographic resources shall demonstrate and conform to APA Style (Social Science) guidelines (current edition) for academic integrity, original authorship, and for ethical conduct with human study research.

Plagiarism is taken seriously by the College and can result in dismissal from the Program.

The D.Min. curriculum requires coursework in Research Methods and Design for teaching and conducting research and for writing of the Demonstration Project. Because our program defers to the APA Style (Social Science) guidelines for academic integrity, original authorship, and for ethical conduct with human study research for the Demonstration Project, the D.Min. program holds a no tolerance policy for plagiarism. The use of Artificial Intelligence (AI) for research and writing is not permitted unless authorized by your instructor and Project research advisor, and appropriately cited (see https://apastyle.apa.org/blog/how-to-cite-chatgpt).*

For Program Disclosure and student awareness: our curriculum and instruction is designed to cultivate original thinking for integrative writing and research. Our learning environment is curated for human encounter for deepening personal integrity and transparency. Refining your capacity to write and communicate with originality and authenticity is encouraged. To support these goals for our students and our program, all faculty reserve the right to review any written material of concern, for program submissions and requirements, with software technology that identifies plagiarism and the (unauthorized*) use of Artificial Intelligence (AI). For any questions you have about definitions for plagiarism (APA Style Guide), please be in touch with our Research Director.

Writing and editing assistance is available through the College. Please ask the Program Director for more information about this resource.

GROUP EXPERIENCE: Attendance is the only objective criterion for satisfying the Group course requirement (and program policy of not more than two absences). Issues discussed during the course, Group Experience, are expected to be kept confidential. For this reason the leader of Group Experience will not evaluate students with letter grades.   Students are expected to respect colleague confidentiality in this course. The leader of Group experience will respect the confidence of all individual students. When there is a likelihood that the training experience for all students can be enhanced, the leader reserves the right to bring themes and concerns shared by the group to the attention of the faculty and administration for addressing concerns for and within the learning environment.

HALLWAY NOISE: Spirit and enthusiasm before and after classes is inevitable and usually welcome☺ However, please be mindful that many others are at work nearby. Noise can be disruptive; please keep it to a minimum!

MESSAGES: Messages for the Director may be left by using the contact information at the top of this document. Your teachers and supervisors will give you their contact information, and you will receive a contact sheet from our office. Contact them directly if you anticipate an absence, rather than using Program staff to pass along a message. For emergencies, it is best to contact the Program Director.

PSYCHOTHERAPY: The Program does not require candidates to undertake personal psychotherapy but reserves the right to require it of any student whose progress, competence, or conduct is in question. When psychotherapy is required, you may consult with any member of the DMin Program faculty for a referral (faculty members are not permitted to provide psychotherapy while the student is enrolled in the Program). While not required, personal psychotherapy is encouraged as an ideal way of furthering your progress, sensitivity, depth of understanding, and professional competence, as you are working in settings to offer pastoral care. When you choose to undertake psychotherapy on your own, you are not required to seek Program approval of the therapist you choose. Regardless, it is important to determine that your choice of therapist is appropriately credentialed to offer psychotherapy. All supervisors and faculty in the Program may assist students in finding an appropriate therapist upon request.

SUPERVISION: The contact hours of pastoral experience required by HUC-JIR must be conducted while you are being supervised by a program faculty member either through Practicum and Clinical Case Discussion courses, or Individual supervision with a faculty member. If you need to use the summer, or additional time, during or after, your 2 years of training to complete your required hours of pastoral experience, you will need to register for supervisory electives (DMI 799) until you have completed these required hours of experience under supervision. This will entail additional fees. You may ask any member of the faculty or supervisory staff to serve as your supervisor while you are completing this requirement. Please advise the program director of any agreements so the proper paperwork can be executed.

CLINICAL PASTORAL EDUCATION PROGRAM: is offered through HUC-JIR.

1) Students **cannot** get course credit through HUC-JIR for doing the unit
2) Students must do their clinical hours (approximately 10 hours/week Sept-May) at Mt. Sinai Hospital
3) Students must be available for group activities (didactics, verbatim seminars, group process) weekly: approximately 3 Tuesdays per month 3:15-6:45 at HUC; and 1 Friday morning/month 8:00-10:30 at Mt. Sinai Hospital.
4) Interested students are required to submit an application and participate in an interview.

If you are interested in participating, contact Rabbi Nancy H. Wiener at: nwiener@huc.edu.

ONLINE LEARNING:

Participation: in the Online Learning component of the Interfaith Doctor of Ministry Program is determined by student geographical location and commuting proximity to the New York City campus (distance learning is generally determined beyond a 100 mile radius of the College campus) and by physical accessibility requirements as per the Americans with Disabilities Act (ADA), outlined in the *National Student Academic Handbook* on page 50. Visit the National Registrar webpage->Academic Policies->National Student Handbook.

Attendance Policy: All DMIN students are expected to comply with the DMIN program policy of no more than two absences from class attendance, per semester. This compliance applies to online and campus-based

students. In addition, campus-based students may opt for one online learning day per semester, at their discretion.

Technology Requirements: Online Learners are required to have current technology for connectivity and compatibility with HUC learning platforms. Technology issues are disruptive for everyone and prevent program participation.

Licensure Disclaimer: the Interfaith Doctor of Ministry Program for Pastoral Care, offered by Hebrew Union College-Jewish Institute for Religion, does not provide a qualified setting for gaining experience and/or hours for mental health licensure qualifications. Your local professional and practice jurisdictions may accept the education program for the 'education component' for certain counseling licenses, but the College program disclaims any assertion of that by guarantee. Please check with your local jurisdictions and mental health practice laws for guidance regarding licensure as a mental health practitioner.

Calendar

Level I:

Fall Semester
Orientation
12 weeks – Classes (except Columbus Day, most years)*

Spring Semester
12 Classes (except for National Holidays, Passover/Easter)
Integrative Seminars TBD each academic year

Spring Intensives
4 Mondays TBD (April – May)
Qualifying Exam Issued July 1st and Due August 1st

Level II:

Fall Semester
12 weeks – Classes (except Columbus Day, most years)*
DMI 770 – Research and Methods; Introduction to Final Demonstration Project

Spring Semester
12 Classes (except for National Holidays, Passover/Easter)
DMI 771 – Research and Design; Final Project Proposal Due
May 30 of 2nd year, for intended May graduation of the following (3rd) year.

Level III:

Fall Semester
Register for Final Demonstration Project DMI 780
Final Project Due – January 30 of intended graduation year (May)

Spring Semester
Register for Final Demonstration Project DMI 780
Graduation – May

**determined by annual calendar year

QUALIFYING EXAM

Level I students, upon satisfactory completion of the first year and Spring intensives, are given a Qualifying Exam to determine their readiness for entering Level II of the Program.

The exam is a take-home verbatim case study to complete within one month, and is (usually) given out on July 1 and due not later than August 1st. Each exam is read by two readers; a theological and clinical, for a Pass/Fail grade. If the exam does not Pass, the student is given feedback and an opportunity to rewrite it for satisfactory completion. In the event the rewrite fails, student's eligibility for advancement to Level II will be under review with the Program Director and Faculty.

THE FINAL DEMONSTRATION PROJECT
The Final Demonstration Project is due not later than January 30 of the year of intended graduation, following completion of the 2-year residency program (there is a 5-year limit to complete the Project).

Level II Candidates will take two consecutive seminars, Research and Methods (Fall), and Research and Design (Spring), of the second year, to gain methods and design skills for creating and carrying out the Final Demonstration Project.

Proposals for a Project, including the selection of two readers (one theological, one clinical) will be submitted to the Program Director for review and approval no earlier than Level II Spring semester. If the candidate intends to graduate the following year, Project Proposals are due not later than May 30th, with the expectation of a Final Project to be submitted by January 30, of the year of intended graduation (e.g., January 30, 2024 for May 2024, graduation). Projects must be reviewed and approved for progression, by Faculty Mentors, no later than October 30 of the year prior to the expected graduation year to assess that progress is on track to meet the January 30 deadline for Final Drafts, for Spring graduation of same year.

ALL MEMBERS OF THE ADMINISTRATION AND FACULTY INTEND THIS TRAINING EXPERIENCE AT HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION TO BE POSITIVE AND VALUABLE FOR YOU. PLEASE DO NOT HESITATE TO CALL UPON US AT ANY TIME FOR CLARITY OR ASSISTANCE.

CURRICULUM FOR THE DOCTOR OF MINISTRY PROGRAM, HUC-JIR Campus
YEARS 1-3

YEAR 1 – Level I

Credits/Grade

FALL

DMI 703	Practicum I: Fundamentals in Counseling and Consultation	1.5 Ltr
DMI 704	Developing a Personal Theology	1.5 Ltr
DMI 700	Foundations of Mental Health Counseling Theory	1.5 Ltr
DMI 702	Professional Orientation & Ethics	1.5 P/F
DMI 701	Professional Role/Identity Group Process	1.5 P/F
DMI 713	Integrative Seminar I	1.5 P/F

SPRING

DMI 705	Practicum II: Matching Technique with Assessment	1.5 Ltr
DMI 724	Family Life Cycle	1.5 Ltr
DMI 709	Psychopathology I	1.5 Ltr
DMI 718	Clinical Instruction I	1.0 P/F
DMI 708	Group Dynamics II	1.5 P/F
DMI 714	Integrative Seminar II	1.5 Ltr

SPRING INTENSIVES

DMI 726	Psychopathology II: Addictions	1.0 Ltr
DMI 728	Marriage and Family Care – Systems Theory	1.0 Ltr

YEAR 2 – Level II

FALL

DMI 706	Practicum III: Recognizing and Responding to Social and Cultural Factors	1.5 Ltr
DMI 715	The Human Lifecycle: Infant, Child, Adolescent Growth and Development	1.5 Ltr
DMI 710	Theology and Pastoral Care (Shame, Guilt, Forgiveness; Bereavement)*	1.5 Ltr
DMI 719	Case Discussion II	1.0 P/F
DMI 717	Assessment and Appraisal of Groups and Their Functioning	1.5 P/F
DMI 729	Integrative Seminar III	1.5 P/F
DMI 770	Research and Methods: Final Project	1.0P/F

SPRING

DMI 707	Practicum IV: Pastoral Role and Identity	1.5 Ltr
DMI 735	The Human Lifecycle: Adult Growth and Development into Older Age	1.5 Ltr
DMI 712	Theology (Grief, Psalms, Trauma, Gender)*	1.5 Ltr
DMI 720	Case Discussion III	1.0 P/F
DMI 731	Problem Solving in Groups	1.5 P/F
DMI 730	Integrative Seminar IV	1.5 Ltr
DMI 771	Research and Design: Final Project	1.0P/F

YEAR 3 – Level III

FALL/SPRING

DMI 780	Final Demonstration Project	1.5 P/F

ELECTIVES

DMI 799	Independent Study for Case Supervision*	(1.0 P/F)
DMI 781&782	Mentoring I & Mentoring II for Final Project**	(1.0 P/F)

* electives, course rotations **Total Credits**
** as assigned **40.0**

PROGRAM OVERVIEW and PROGRESSION

HYBRID LEARNING

**ADA accommodations and concerns are determined by the College
(Office of Student Support)**

2 (sequential) Years of Coursework – 4 semesters

**Spring Intensives
(4 Mondays, in April-May, after 1st year of courses)**

**Integrative Seminars
All, in-person gatherings for Wednesday/Thursdays, 3X a year, 1st and 2nd year**

Qualifying Exam (July) between 1st and 2nd year of coursework

**300 Contact Hours
(experience hours gained in qualified setting)**

**Demonstration Project
(3rd year, through and up to 5 years)**

**Independent Study
*DMI 799 Faculty Case Supervision
(as needed)**

**Research and Faculty Mentoring
Mentors are compensated through Mentoring I and II tuitions registered through DMI 781 and
DMI 782 (research/mentoring)**
and Fall matriculation fees DMI 780 Final Project (3rd, 4th, 5th year)**