

LEO BAECK COLLEGE
VOCATIONAL COURSES HANDBOOK

CONTENTS

PASTORAL CARE AND COMMUNITY SKILLS (PC&CS) AND PLACEMENT	2
AIMS	2
ASSESSMENT	2
MANAGEMENT AND REPORTING ARRANGEMENTS	2
PC&CS201 PASTORAL CARE AND COMMUNITY SKILLS	3
PC &CS301 -PASTORAL CARE AND COMMUNITY SKILLS :	5
PASTORAL CARE & COMMUNITY SKILLS: "A TIME FOR REFLECTION"	5
PC & CS401 - PASTORAL CARE AND COMMUNITY SKILLS	7
PERSONAL WORK AND CONGREGATIONAL SKILLS	7
PRACTICAL RABBINICS INTRODUCTION	10
PR201 BECOMING A STUDENT RABBI AND LIFE CYCLE	10
PR301-PRACTICAL RABBINICS	12
PRACTICAL RABBINICS: "HOMILETICS, TORAH READING & LIFE CYCLE SKILLS"	12
THIRD YEAR.....	17
AUTUMN SEMESTER 2009	17
SPRING SEMESTER 2010	18
FOURTH YEAR.....	19
AUTUMN SEMESTER 2009	19
SPRING SEMESTER 2010	20
4TH YEAR PRACTICAL RABBINICS CHECKLIST	21
SPIRITUAL FORMATION AND RABBINIC RETREAT	28
SP701 SPIRITUAL FORMATION PROGRAMME.....	28
SP201 PRAYER	29
KOL BO	31
BEIT MIDRASH	31
SEMINARS	31
APPENDIX 1: RABBINIC STUDENTS' SERVICES TO CONGREGATIONS.....	32
DISCLAIMER.....	33

PASTORAL CARE AND COMMUNITY SKILLS (PC&CS) AND PLACEMENT

INTRODUCTION

AIMS

The overall aim of the Pastoral Skills and Community Skills Programme is to create Rabbis who have skills based on emotional and familial awareness of self and others. They should be able to integrate pastoral and rabbinic work, through developing a framework in which they can understand and enact the relationship between Judaic thinking, emotional intelligence, spiritual awareness and sensitivity.

The specific work of the programme is as follows:

1. Providing taught classes in Years 2, 3, 4 and 5, which relate theory to practice in congregational settings
2. Monitoring students during Year 1 in Israel or elsewhere
3. Arranging and monitoring pastoral placements
4. Setting up psychotherapy and counselling for students as required
5. Monitoring personal and psychological development of students through individual consultation throughout their training
6. Assessing students' progress through the programme
7. Representing the work of the Pastoral Care & Community Skills programme on the Rabbinic Course Team, the Academic Board and the Curriculum Committee.

ASSESSMENT

Student assessment on PC&CS courses is a shared process between student, peers and tutor in which the student has a major role. Whilst it is envisaged that self-assessment will be an on-going process throughout the academic year through the personal journal, there is a more formal assessment at the end of the second semester, when each student completes a paper which gives an assessment of her/him, based on agreed criteria. This is shared with peers and tutor in the class who will give their feedback. The paper is ratified by a second examiner drawn from the PC & CS team. The assessment paper remains confidential between the student, the tutor and the second examiner and is returned to the student.

The results are reported to the Rabbinic Course Team.

MANAGEMENT AND REPORTING ARRANGEMENTS

The PC&CS programme is directly managed by the PC&CS team, comprising Vice-Principal, course tutors, external consultant and a student representative. The team meets six times a year. The Principal is an ex-officio member and attends once or twice a year. The team also appoints sub-groups for particular purposes, in order to carry out detailed work on aspects of course policy and development.

There is provision for each course tutor to have four supervision sessions a year with the external consultant.

PC&CS201 PASTORAL CARE AND COMMUNITY SKILLS

NAME OF TUTOR:	TBA
YEAR OF STUDY:	Second year
SEMESTER:	Autumn and Spring
MODULE LEVEL:	HE level 2
AWARD LEVEL:	Rabbinic Ordination
PRE-REQUISITES:	
NOTIONAL LEARNING HOURS:	31 taught hours

AIMS OF MODULE:

1. To enable students to understand the process of change, bereavement and loss through their own experience of becoming a student.
2. To make links between rabbinic texts, Jewish tradition, contemporary Jewish thought and Progressive congregational contexts as appropriate.
3. To explore stages and transitions of the life cycle.
4. To increase self-awareness and self-understanding of the group process.
5. To introduce students to models of basic listening and communication skills and experience their practical application.
6. To introduce students to the concept of pastoral care.
7. To explore how the role of the rabbi is affected by issues of gender, sexuality, culture and country of origin.
8. To introduce students to the self and peer assessment process.

LEARNING OUTCOMES AT THRESHOLD LEVEL:

Knowledge:

1. Students will be expected to recognise the main concepts of active listening and demonstrate these in experiential paired and group exercises.
2. Students will be able to recognise theories of bereavement, loss and change and apply these to their own experience.
3. Students will be expected to have an initial understanding of life cycle issues related to loss through analysis of case studies, participation in experiential exercises and contributions to class discussions.

Skills:

1. Students will be able to demonstrate in the class that they can apply the knowledge of active listening taught on the course.
2. Students will be able to recognise and evaluate their abilities, limitations & challenges
3. Students will exhibit an ability to assess their own learning and that of their peers through the self and peer assessment process.

Awareness:

1. Students will be able to demonstrate their understanding of their own behaviour and how this affects their professional relationships. This will be demonstrated through the group dynamics of the class and the giving and receiving of feedback.

DESIRABLE LEARNING OUTCOMES:

1. An integration of personal experience with the knowledge and skills taught on the course.

ASSESSMENT:

1. Self, peer and tutor assessment.
2. A written paper of 2000 words on the students' personal and professional development over the year.
3. Two individual tutorials each year.

The written papers of items 1 and 2 are evaluated with a second examiner who is a PC&CS tutor.

ASSESSMENT CRITERIA:

An ability to reflect on personal development

An understanding of theories of bereavement, loss and change and how these relate to the student's experience

An ability to reflect on strengths, challenges and weaknesses

Demonstrate the ability to listen actively with empathy and understanding

An ability to make presentations in a coherent and dynamic way

TEACHING AND LEARNING METHODS:

Experiential

Didactic

Group discussion

Giving and receiving feedback in the classroom

Self, peer and tutor assessment.

SUMMARY OF CONTENT AND RATIONALE FOR THE MODULE:

The course begins to develop a student's ability to work as a pastoral rabbi. This contains three main elements:

1. The course introduces developmental stages and transitions of the life cycle as experienced by individuals and families
2. The course teaches the theory and practice of active listening and communication which is an essential element for a rabbi in his/her pastoral role
3. The course enhances a student's ability to reflect on their own experience and integrate this into their learning

ESSENTIAL BIBLIOGRAPHY:

The Bible

Dayle A Friedman [2001]

Jewish Pastoral Care: A Practical Handbook, Woodstock, Vermont, Jewish Lights Publishing

Michael Gold [1988]

As Hannah Wept; Infertility, Adoption and the Jewish Couple, JPS

Michael Jacobs [1985]

Swift to Hear; Facilitating Skills in Listening and Responding, New Library of Pastoral Care, SPCK

E Kubler-Ross [1970]

On Death and Dying, Pan Books

C Murray Parkes [1972]

Bereavement; Studies of Grief in Adult Life, Penguin

Lily Pincus [1974]

Death and the Family, Faber & Faber

Jack Riemer [ed] [1995]

Wrestling with the Angel; Jewish Insights on Death and Mourning, Schocken

Virginia Satir [1983]

Peoplemaking, London, Souvenir Press

Donald Winnicott [1964]

The Child, The Family, and the Outside World, Penguin

Jonathan Wittenberg

The Laws of Life; A Guide to Traditional Jewish Practice at Times of Bereavement (pamphlet)

PC &CS301 -PASTORAL CARE AND COMMUNITY SKILLS :

Pastoral Care & Community Skills: “A Time for Reflection”

NAME OF TUTOR: Rabbi Melinda Michelson-Carr
YEAR OF STUDY: Third Year
SEMESTER: Autumn & Spring
MODULE LEVEL: HE Level 3
AWARD LEVEL: Rabbinic Ordination
PRE-REQUISITES: PC & CS Year 2
NUMBER OF HOURS: 22.5 taught hours

AIMS OF MODULE:

1. As student rabbis, to reflect on personal and professional development
2. To discuss and identify concepts: for e.g. projection, transference & counter-transference
3. To understand the importance of boundaries
4. To build upon listening skills
5. To learn how to give supportive and constructive feedback
6. To reflect on how to deliver difficult messages
7. To reflect on the pastoral role of the rabbi

LEARNING OUTCOMES AT THRESHOLD LEVEL:

At the end of the module the student is expected to demonstrate:

1. Self-Awareness
2. Personal and Professional Development as a student rabbi
3. A sense of his/her own achievements and challenges
4. An understanding of the dynamics involved in interaction
5. An understanding of pastoral life cycle issues

DESIRABLE LEARNING OUTCOMES:

1. The integration of personal and professional experience with knowledge and skills
2. Be aware of the importance of boundaries
3. Demonstrate good communication skills
4. The ability to share personal and professional journeys
5. An ability to deal with challenging situations

ASSESSMENT:

1. Self, Peer and Tutor assessment
2. Class Participation
3. Written Work
4. End of year 2,000 word Reflective Report on “Personal & Professional Development”, including experiences and learning from the Pastoral Placement
5. Peer Feedback

ASSESSMENT CRITERIA:

An ability to reflect on personal development
An awareness of strengths and challenges
The ability to listen actively and with empathy
The ability to give and receive constructive feedback
Demonstrate the ability to express feelings and vulnerability
Ability to think through situations from other points of view
The ability to self evaluate with openness and honesty

TEACHING AND LEARNING METHODS:

Group discussion
Experiential
Giving & receiving Feedback
Self, Peer & Tutor Assessment

SUMMARY OF CONTENT AND RATIONALE FOR THE MODULE:

The theme of the course is “A Time for Reflection”, which involves:
* providing an opportunity for personal & professional self reflection & awareness
* discussing the dynamics involved in communication
* enabling the student to reflect on personal and professional boundaries
* building upon listening & feedback skills

ESSENTIAL BIBLIOGRAPHY:

When relevant, handouts will be given and appropriate resources suggested

PC & CS401 - Pastoral Care and Community skills

Personal Work and Congregational Skills

NAME OF TUTOR: Rabbi Shulamit Ambalu
YEAR OF STUDY: Fourth Year
SEMESTER: Autumn and Spring
MODULE LEVEL: HE level 4
AWARD LEVEL: Rabbinical Ordination
PRE-REQUISITES: PC&CS 201, 301,
NUMBER OF HOURS: 31 taught hours

AIMS OF MODULE:

1. Explore how the rabbi is perceived within a congregational setting.
2. Develop a systemic understanding of the congregation as an organisation and institution.
3. Reflect on their personal rabbinic development and motivation, spiritually and practically.
4. Consider how personal experience and the role of the rabbi are affected by culture, country of origin and gender.
5. Explore personal and group dynamics and relate these to the professional work of the rabbi.

LEARNING OUTCOMES AT THRESHOLD LEVEL:

At the end of the module the student is expected to:

1. Analyse and understand the workings of an organisation.
2. Have learnt about the problem management model and to process situations rather than move straight towards solutions in theory and in their practice.
3. Be aware of the pastoral and leadership roles of the rabbi, through role-play and within the synagogue setting.
4. Plan, reflect on and discuss work within groups in an organisation as a leader or as part of the team involving volunteers and paid staff.
5. Have gained and practised a systemic understanding of communication skills within an organisation.
6. Reflect upon their personal development during their fourth year congregational placement practice.
7. Know when and how to seek support and advice.
8. Know how to give and receive non-judgemental feedback.

DESIRABLE LEARNING OUTCOMES:

1. Put into practice in a number of situations the problem management model.
2. Be clearly aware of the boundaries in the pastoral setting and when to refer on.
3. Demonstrate good communication and processing of difficult situations both within groups and with individuals.
4. Have the awareness and ability to manage the implications of ethical dilemmas and work with others to formulate solutions.

ASSESSMENT:

Self, peer and tutor assessment to demonstrate integration of skills with practice (100%).

TEACHING AND LEARNING METHODS:

The group meets weekly to work on personal congregational and organisation issues arising from their internship placement. The tutor uses experiential exercises, role play, texts and theoretical input.

SUMMARY OF CONTENT AND RATIONALE FOR THE MODULE:

In years 1 and 2, the students' PC&CS course is mainly reflective, taking place on the College campus. By year 4 the students are developing integration between skills and practice, and the contact time for this module gives students an opportunity to work within a group setting to discuss and analyse aspects of their emerging congregational work. The central emphasis is to gain a balance between the professional and the personal in order to be able to function well as a rabbi.

ESSENTIAL BIBLIOGRAPHY:

Guggenbuhl-Craig A (1971/8) *Power in the Helping Professions*, Spring Publications, Dallas

Handy C (1976) *Understanding Organisations*, Penguin Books, Harmondsworth

Harris M (1998) *Organizing God's Work, Challenges for Churches and Synagogues*, Macmillan Press, Basingstoke

Horsman S (1989) *Living With Stress: A Guide for Ministers and Church Leaders* Lutterworth Press, Cambridge

Hughes L, Pengelly P (1998) *Staff Supervision in a Turbulent Environment*, Jessica Kingsley Publishers, London

Watts F, Nye R, Savage S (2002) *Psychology For Christian Ministry*, Routledge, Oxford

PASTORAL PLACEMENTS

A major part of the PC&CS (Pastoral Care & Community Skills) course is the requirement for rabbinic students to undertake a practical pastoral placement in a setting outside the College, for example a hospital, hospice, care charity/agency or social work department.

These placements and courses usually take place during the third year and students are required to do a total of 16 sessions, with a session being 1 to 2 hours. This could be done within 2 months but in no shorter time, as reflective time and space is necessary in order to gain as much as possible from the placement experience.

The sessions could include an intensive 1-3 day experience, if appropriate.

The objectives of the practical pastoral placements are to help the student to:

- learn to deal, in a non-congregational setting, with supporting individuals, the knowledge of which is necessary for dealing with people in congregational settings
- reflect on the role of the rabbi in pastoral care and support
- gain practical knowledge of the workings of a caring context
- learn when and to whom it is appropriate to refer people
- gain increased awareness of their own capabilities, strengths and challenges
- explore different aspects of personal development

Placements are arranged and overseen by the Pastoral Placement Co-ordinator who will:

- have a discussion with each student to determine his/her preference in conjunction with what the College feels would be the most useful placement for him/her
- identify individual supervisor/s within the agency who can set up the placement & spend some reflective time with the student, thereby supporting the student's learning experience
- work with the student in identifying the aims and details of the placement
- identify the expectations of the individual student and placement agency
- monitor how placements are progressing
- have a midway reflective session with each student
- have an evaluation session at the end of the placement with each student
- give an oral/written report to PC & CS committee on the placements

Students will be expected to write a description of Pastoral Placement experiences and learning as part of their third year PC & CS Reflective Report.

PRACTICAL RABBINICS INTRODUCTION

There are four year long courses for the Practical Rabbinics Programme in the second, third, fourth and fifth years. A course tutor acts as co-ordinator offering tutorial sessions while the different components are taught by individual rabbi.

PR201 *BECOMING A STUDENT RABBI AND LIFE CYCLE*

NAME OF TUTOR:	Rabbi Neil Janes
YEAR OF STUDY:	Second Year
SEMESTER:	Autumn & Spring
MODULE LEVEL:	HE Level 2
AWARD LEVEL:	Rabbinic Ordination
PRE-REQUISITES:	
NUMBER OF HOURS:	31 taught hours

AIMS OF MODULE:

1. Explore identity as a student rabbi
2. Explore life cycle
3. Gain practical skills & insight
4. Reflect on practice
5. Develop an understanding of rabbi as facilitator of life cycle milestones
6. Knowledge of resources

LEARNING OUTCOMES AT THRESHOLD LEVEL:

1. Be able to reflect on his/her identity as a student rabbi
2. Have an understanding of & be able to reflect on the role of rabbi in life cycle milestones
3. Be able to bring examples of personal experience and observation
4. Have an awareness of life cycle resources

DESIRABLE LEARNING OUTCOMES:

1. Be able to reflect on & articulate an understanding of the rabbinic role
2. Bring examples of personal experience & observation & their impact
3. Have an understanding of the variety of the resources relating to life cycle

ASSESSMENT:

In this module, there is no formal assessment. Emphasis is placed on individual & group class participation

ASSESSMENT CRITERIA:

1. Drawing on personal & professional experience
2. Reflecting on experience & its impact on the student & upon his/her rabbinate
3. Input to discussion & communication skills
4. Working individually & collectively in sessions & with any assignments given
5. Discovering own personal journey - identifying strengths, challenges, questions, meaning & growth areas

TEACHING & LEARNING METHODS:

Sessions are led by the course tutor & other tutors during which students are expected to:

1. participate interactively
2. reflect on personal experience & observation
3. gain practical understanding & skills

SUMMARY OF CONTENT & RATIONALE FOR THE MODULE:

This year focuses on an introduction to the rabbinate, becoming a student rabbi and life cycle. It enables students to reflect on, gain insight into and acquire practical rabbinic skills around life cycle. This module serves to further personal and professional awareness and development around being a student rabbi, life cycle needs and the role of rabbi.

ESSENTIAL BIBLIOGRAPHY:

Invited tutors will have the opportunity of suggesting resources relevant to their topic and students are encouraged to develop a list of life cycle resources.

A Booklist that relates to Becoming a Rabbi and Life Cycle will be provided.

PR301-PRACTICAL RABBINICS

Practical Rabbinics: “Homiletics, Torah Reading & Life Cycle Skills”

NAME OF TUTOR: Rabbi Melinda Michelson-Carr
YEAR OF STUDY: Third Year
SEMESTER: Autumn & Spring
MODULE LEVEL: HE Level 3
AWARD LEVEL: Rabbinic Ordination
PRE-REQUISITES: PR Year 2
NUMBER OF HOURS: 37.5 taught hours

AIMS OF MODULE:

8. To gain skills in specific and general areas of Homiletics
9. To provide opportunities for self and peer review of sermons
10. To develop and enhance Torah reading skills
11. To reflect on transitions of the life cycle
12. To gain practical skills and insight
13. To reflect on professional practise

LEARNING OUTCOMES AT THRESHOLD LEVEL:

At the end of the module the student is expected to

6. Have gained skills in Homiletics: preparation, writing and delivery
7. Have gained Torah reading skills: preparation, accuracy, fluency and understanding
8. Have increased knowledge of the practical aspects of the life cycle
9. Be able to identify relevant textual material, have gained professional skills and insight into the life cycle
10. Have gained key rabbinic skills and have begun developing a rabbinic style of their own

DESIRABLE LEARNING OUTCOMES:

6. Deliver a sermon which is well constructed, intelligent, thought-provoking, intelligent and impactful
7. Ability to read Torah regularly with confidence, clarity and precision
8. Articulate a rabbinic view of the role of the rabbi in life cycle officiation
9. Evolve a personal rabbinic style of sermon researching, writing and delivery

ASSESSMENT:

1. Sermons will be assessed and feedback provided
2. Torah Reading will be assessed and feedback given
3. Written work
4. Class participation

ASSESSMENT CRITERIA:

- The ability to write and deliver a well crafted sermon involving: context, selecting relevant and appropriate material, elements of compilation and delivery
- Considering Homiletic elements as personal style develops, such as: the balance of personal input, how to connect with people, what inspires the topic, the extent to which other views are acknowledged, the aim of the sermon, the ability to address sensitive and controversial topics etc
- The ability to read Torah skilfully
- An awareness of life cycle transitions

TEACHING AND LEARNING METHODS:

Didactic
Group discussion

SUMMARY OF CONTENT AND RATIONALE FOR THE MODULE:

The course title is: “Homiletics, Torah Reading & Life Cycle Skills”, which involves:

- providing the skills necessary for sermon writing and delivery
- providing the skills needed for Torah reading
- building upon knowledge of life cycle and some of the practical aspects involved in life cycle transitions
- reflecting on the role of the rabbi in life cycle offication

ESSENTIAL BIBLIOGRAPHY:

Each tutor will provide appropriate resources relevant to his/her sessions

LIFE CYCLE TUTORIALS

The Life Cycle Tutorials in 3rd year Practical Rabbinics are double sessions, encompassing 2 parts - a textual and a practical component.

TEXTUAL COMPONENT (1hr 15mins)

In the first session the Topic Tutor will present the class with relevant textual material around that life cycle topic, some of which can be used as a resource by the students in the second session and can be kept by the students, on file, as future life cycle resources.

The focus for the textual part of the session involves the Topic Tutor explaining and elaborating upon his/her compilation of texts.

PRACTICAL COMPONENT (1hr 15 mins)

In the second session the same Topic Tutor will give the class a practical exercise, giving the students a particular life cycle scenario with certain relevant details and asking the students to write a short address/sermon (or part of one) making use of some of the textual material provided. Each student will then share this piece of work with the rest of the class, receiving feedback from both from peers as well as the Topic Tutor.

The Topic Tutor will facilitate each student feeding back to the class their activity and will focus on the ways in which the text/s could be used in a sermon/address around that life cycle topic.

The focus for the practical part of the session will be for the student to actually write a brief sermon/address (or part of one) relevant to the specific life cycle situation and occasion and for feedback to be given.

SESSION OUTLINE

Life Cycle sessions will generally follow this new outline as above.

In exceptional cases, depending on specific topics the Course Tutor may feel that a different outline may be more appropriate and relevant. If so, the Course Tutor will discuss this specific sessional outline ahead of time with the Topic Tutor who will explain to the students how the session is to be facilitated.

TOPIC TUTOR FEEDBACK TO COURSE LEADER

Topic Tutors will need to give the Practical Rabbinic Course Leader, Rabbi Melinda Michelson-Carr, brief feedback after the session on how they felt the session went and how the students engaged with the topic.

* Please contact Irit for contact details.

SUMMARY OF LIFE CYCLE SESSION & GOAL

SEMESTER 1

Baby Blessing & Naming Address

- To receive and reflect on appropriate texts that can be used in officiating
- Using a specific scenario/s provided by the Topic Tutor, to write in class a short Baby Blessing & Naming address (or part of one) using text/s provided
- Share this exercise with the class and receive peer and Topic Tutor feedback

Bar/Bat Mitzvah Sermon

- To receive and reflect on appropriate texts that can be used in officiating
- Using a specific scenario/s provided by the Topic Tutor, to write in class a short Bar/Bat Mitzvah address (or part of one) using text/s provided
- Share this exercise with the class and receive peer and Topic Tutor feedback about how to make use of relevant text/s in a sermon/address
- The Topic Tutor may provide the students with a particular Torah portion read by the Bar/Bat Mitzvah for this exercise or the Topic Tutor may use the Torah portion for that coming Shabbat as part of the exercise

Wedding & Commitment ceremony address

- To receive and reflect on appropriate texts that can be used in officiating
- Using a specific scenario/s provided by the Topic Tutor, to write in class a short Wedding/Commitment Ceremony address (or part of one) using text/s provided
- Share this exercise with the class and receive peer and Topic Tutor feedback about how to make use of relevant text/s in a sermon/address

SEMESTER 2

Suicide

- To reflect on how to support family and or friends of someone who has committed suicide
- To explore the feelings they may have and the feelings officiating rabbis may have
- Space to express and reflect on personal feelings around suicide
- To identify support agencies
- To identify and reflect on the importance of the personal support structures of the rabbi
- To think through how to do a visit to family and/or friends
- How to deal with a eulogy

- Involvement of Non-Jewish people in life cycle ritual
- To reflect on relevant texts about the involvement of Non-Jewish people in life cycle ritual
- To think through the life cycle occasions and identify how non-Jewish family and or friends may be involved
- To reflect on decision making processes and the basis for them

Assisted Death

- To reflect on what “assisted death” means
- To reflect on what assisted death means to those who have made this decision
- To reflect on personal and professional responses to assisted death and the issues around it
- To identify what may lead someone to consider and/or make this decision
- To reflect on the response/s of the rabbi if he/she is asked for a personal and/or professional opinion, about the Jewish attitude to Assisted Death etc.
- To reflect on the physical, mental, spiritual, religious and emotional impact on people who may choose to make this decision and who have made this decision
- How to support someone who has made or is in the process of making this decision and their family/friends/carers
- Personal and professional support structures and resources for the rabbi

Eulogies

- To receive and reflect on appropriate texts that can be used in officiating
- Using a specific scenario/s provided by the Topic Tutor, to write in class a short Eulogy (or part of one) using text/s provided
- Share this exercise with the class and receive peer and Topic Tutor feedback about how to make use of relevant text/s in a sermon/address

Mixed-Faith Blessings

- To receive and reflect on appropriate texts that can be used in officiating
- Using a specific scenario/s provided by the Topic Tutor, to write in class a short Mixed-Faith Blessing address (or part of one) using text/s provided
- Share this exercise with the class and receive peer and Topic Tutor feedback about how to make use of relevant text/s in a sermon/address

Practical Rabbinics
Third Year
 “Homiletics, Torah Reading and Life Cycle Skills”

Autumn semester 2009

Thursdays 9.00-10.15am & 10.30-11.45am (if double session)
 in IFC A

Course Leader: Rabbi Melinda Michelson-Carr

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
September 10 th	Introduction & Pre-High Holy Days	Rabbi M. Michelson-Carr
October 1st	High Holy Days Debrief & Introduction to Assessments	Rabbi M. Michelson-Carr
October 8 th	Homiletics (double session)	Rabbi M. Saperstein
October 15 th	Homiletics (double session)	Rabbi M. Saperstein
October 22 nd	Double PC & CS	Rabbi M. Michelson-Carr
October 29th	Torah Reading Skills (double session)	Rabbi A. Wright
November 5th	Torah Reading Skills (double session)	Rabbi A. Wright
November 12th	Double PC & CS	Rabbi M. Michelson-Carr
November 26th	Life Cycle Tutorial “Baby Blessing & Naming address” (double session)	Rabbi S. Howard
December 3rd	Life Cycle Tutorial “Bar/Bat Mitzvah Sermon” (double session)	Rabbi M. Berger
December 10th	Double PC & CS	Rabbi M. Michelson-Carr
December 17th	Life Cycle Tutorial “Wedding & Commitment Ceremony address” (double session)	Rabbi E. Tikvah Sarah

Practical Rabbinics
Third Year
“Homiletics, Torah Reading and Life Cycle Skills”

Spring semester 2010

Thursdays 9.00-10.15am & 10.30-11.45am (if double session)
in IFC A

Course Leader: Rabbi Melinda Michelson-Carr

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
January 28th	Tutorial “Role of the Rabbi” (double session)	Rabbi M. Michelson-Carr
February 4 th	Double PC & CS	Rabbi M. Michelson-Carr
February 11 th	Torah Reading Skills Review (double session)	Rabbi A. Wright
February 25 th	Life Cycle Tutorial “Suicide” (double session)	Rabbi A. Wright
March 4 th	Double PC & CS	Rabbi M. Michelson-Carr
March 11 th	Life Cycle Tutorial “Involvement of Non- Jewish people in life cycle ritual” (double session)	Rabbi A. Goldstein
March 25 th	Life Cycle Tutorial “Assisted Death” (double session)	Rabbi D. Smith
April 15 th	Double PC & CS “Reflective Review Presentations”	Rabbi M. Michelson-Carr
April 22 nd	Life Cycle Tutorial “Eulogies” (double session)	Rabbi A. Wright
April 29 th	Life Cycle Tutorial “Mixed-Faith Blessings” (double session)	Rabbi D. Rich
May 6 th	Double PC & CS “Reflective Review Feedback”	Rabbi M. Michelson-Carr
May 13 th	Closing Session of Practical Rabbinics & PC & CS	Rabbi M. Michelson-Carr

**Practical Rabbinics
Fourth Year
Reflections and Specifics**

Autumn semester 2009

Thursdays, 9.00-10.15 am, Room 14
(when no communal shacharit)

Deleted: 05-11.20

Course Leader: Rabbi Dr Charles H Middleburgh

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
September 10 th	Congregational placements - an overview	Charles Middleburgh
October 1st	Homiletics - Shabbat and Chagim	Charles Middleburgh
October 8th	Homiletics - HHDs	Charles Middleburgh
October 15 th	Outreach	Aaron Goldstein
October 22 nd	Tutorial - reflections - student choice of topics	Charles Middleburgh
October 29 th	Infant mortality	Jackie Tabick
November 5th	Terminal Illness and Suicide	Alexandra Wright
November 12th	New rituals	Marcia Plumb
November 26th	Home and hospital visiting	Laura Janner-Klausner
December 3rd	Bar/Bat Mitzvah	Paul Freedman
December 10th	The Beit Din and the Rabbinic Board	Rodney Mariner and Andrew Goldstein
December 17th	Tutorial - reflections - student choice of topics	Charles Middleburgh

Practical Rabbinics
Fourth Year
 Reflections and Specifics

Spring semester 2010

Thursdays, Thursdays, 9.00-10.15 am, Room 14
(when no communal shacharit)

Deleted: 05-11.20 in

Formatted: Centered

Course Leader: Rabbi Dr Charles H Middleburgh

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
January 28 th	Tutorial - student choice of topic	Charles Middleburgh
February 4 th	Conversion	Josh Levy and Neil Janes
February 11 th	Child Protection	Melinda Michelson-Carr
February 25 th	Homiletics - weddings and funerals	Charles Middleburgh
March 4 th	General public speaking	Charles Middleburgh
March 11 th	The work-life balance	Melinda Michelson-Carr
March 25 th	Tutorial - subjects covered and outstanding CHECKLIST	Charles Middleburgh
April 15 th	Office efficiency	Mark Goldsmith
April 22 nd	Team Rabbinates/ Job shares	Laura Janner-Klausner
April 29 th	Working with young people	LJ/MRJ Youth workers
May 6 th	Tutorial - Filling the Gaps	Charles Middleburgh
May 13 th	Tutorial - summing up - student choice of topic	Charles Middleburgh/Irit Burkeman

4th Year Practical Rabbinics Checklist

Subject	Done	Outstanding
Baby Blessing		
Proselyte Admission Ceremony		
Calling up for aliyah		
Vocalising a ketubbah		
Tombstone inscriptions		
Proselyte certificates		
Shabbat services		
Communal Seder		
Tikkun Leyl Shavuot		
Bar/Bat Mitzvah		
Funeral		
Shiva		
Stone consecration		
Commitment Ceremony		
Mixed faith blessing		
High Holy Days		
Torah reading		
Brit Milah		
Covenant ceremony for a girl		
Funeral for a child		
Admission ceremony		
Granting of a get		
Memorial service		
Purim		
Council Meeting		
R+P		
AGM		
Rabbinic body meeting		
Conversion Beit Din/Rabbinic Board		
The practicalities of arranging visits		
Arranging a funeral and post-funeral visits		
Organising your home office/synagogue office		
Compile checklist for information needed for various occasions		
Service choreography		
Working with a choir/musicians		
Keeping records		
Systematic collection of liturgical resource material		

Familiarisation with Judaica software		
---------------------------------------	--	--

ALR MODULES

Module title: ALR (Ase Lecha Rav) Programme
Name of Co-ordinator: Rabbi Dr Charles H Middleburgh

APPRENTICESHIP PLACEMENT

Year of Study: Year 2 -
Semester: 1 semester
Module Level: Year 2
Notional Learning hours: 12 sessions (3 hours per session)

Assessment:

Pass Mark: Pass/fail

Assessment methods:

- *By self and the supervising congregational rabbi in regular supervision sessions.
- *The student will keep a journal of their placement.
- *The student will take a service, Torah reading and sermon under the auspices of the supervising tutor
- *The student and rabbi will each write a report at the end of the placement, which will be shown to each other before being sent to the ALR Co-ordinator

Examiners: ALR Co-ordinator and Supervising Congregational rabbi

Aims of Module:

- To introduce the student to multi-faceted congregational work
- To have the opportunity to shadow a congregational rabbi
- To take a service, do a torah reading and a sermon under the supervision of the Apprenticeship tutor
- To relate learning from the Practical Rabbinics and the Pastoral Care and Community Skills Courses to the Apprenticeship placement

Learning outcomes at threshold level

At the end of the placement the student is expected:

- To have observed how the rabbi works and is perceived within a congregational setting
- To have observed the work of the supervising rabbi in a number of areas including services, teaching, meetings, meetings outside the synagogue, youth work, life cycle events and pastoral work
- To develop good communication and presentation skills

Desirable learning outcomes:

To have acquired a broad perspective on the workings of the congregational rabbinate and to have begun to develop a personal template for their future working pattern

Teaching and learning methods:

- *Regular briefing, planning and feedback sessions including review sessions with the supervising rabbi after an activity
- *A monthly formal supervision session

Summary of Content and Rationale for the placement

In year 2 the students' is essentially in an observer role. The student has the opportunity to see and experience as wide a range as possible of rabbinic work

4th YEAR PLACEMENT

NAME OF CO-ORDINATOR: Rabbi Dr Charles H Middleburgh

YEAR OF STUDY: Year 4

SEMESTER: 2 semesters

MODULE LEVEL: Year 4

NOTIONAL LEARNING HOURS: 24 sessions. 4 sessions a month - 3 hours per session

ASSESSMENT:

Pass Mark: Pass/fail

Assessment methods:

*By self and mentor rabbi in regular supervision sessions

*The student will keep a journal of their placement

*The student will take services, including Torah readings and sermons and will be involved with a number of different congregational duties to a total of eight sessions per month

*The student will write a report at the end of the placement, which will be sent to the ALR Co-ordinator

*There will be an evaluation meeting between the ALR co-ordinator and the student

EXAMINERS: ALR Coordinator and mentor rabbi

AIMS OF MODULE:

The opportunity for the student to acquire practical congregational experience in a nurturing and constructively critical synagogue environment

To carry out a number of rabbinic duties, practical, liturgical and pastoral

To take services, do Torah readings and give sermons with support from the ALR Director

To relate learning from the Practical Rabbinics and the Pastoral Care and Community Skills courses to the 4th year placement

To build up a relationship with the mentor that, where possible, will continue into the 5th year where the two should continue to meet as specified by the Mentoring scheme.

The student should not only practice but also be able to reflect on their actions.

LEARNING OUTCOMES AT THRESHOLD LEVEL

At the end of the placement the student is expected:

To be able to put into practice knowledge and values they have considered in theory at the College

To have practiced in a number of areas including services, teaching, meetings, meetings outside the synagogue, youth work, life cycle events and pastoral work

To have undertaken a profile of their congregation

*To have planned and reflected on their practice in the congregation

*To look at their work under heading of Personal, Managerial, Practical, Academic and Spiritual.

*To develop good communication skills in different settings: i.e. 1:1, in committees, taking services

*To develop good presentation skills

*To have developed on a personal level

DESIRABLE LEARNING OUTCOMES:

To deepen their knowledge and experience in such areas as pastoral work or teaching adults and children
Deal with difficult situations and people

TEACHING AND LEARNING METHODS:

*Regular briefing, planning and feedback sessions, including review sessions with their mentor rabbi after an activity

SUMMARY OF CONTENT RATIONALE FOR THE INTERNSHIP PLACEMENT

In year 4 the goal is to enable the student to acquire practical congregational experience in a nurturing and constructively critical synagogue environment. The relationship they form with their mentor rabbi will be taken into their 5th year congregational placement and hopefully beyond.

5th YEAR PROGRAMME

NAME OF CO-ORDINATOR: Rabbi Dr Charles H Middleburgh

YEAR OF STUDY: Year 5

SEMESTER: 2 semesters

NOTIONAL LEARNING HOURS: A monthly 1 hour meeting

ASSESSMENT:

Pass Mark: Pass/fail

Assessment methods:

- *By self and supervising Mentor in regular mentoring sessions
- *The student will keep a journal of their congregational placement
- *The student and rabbi will each write a report at the end of the 5th year placement which will be shown to each other before being sent to the ALR Co-ordinator
- *There will be an evaluation meeting between the ALR Co-ordinator, the student and the mentor rabbi

AIMS OF MODULE:

- *To build up a relationship with their Mentor that will continue beyond the term of the student's time at the College
- *To receive support and feedback in issues arising in their Congregational placement
- *The induction of students into a profession.
- *To reflect on their own development, both in terms of what they are learning and how they are developing personally.

LEARNING OUTCOMES AT THRESHOLD LEVEL:

At the end of the 5th year the student is expected:

- *To be able to put into practice knowledge and values they have considered in theory at the College
- *To look at time and stress management in terms of how they plan, execute and evaluate their congregational work
- *To be able to prioritise work
- *To communicate well in different settings - 1:1, in small groups, at large meetings, taking services
- *To develop good presentation skills
- *To be able to manage difficult people and situations
- *Be able use leadership skills
- *To have developed on a personal level

DESIRABLE LEARNING OUTCOMES:

To have formed a mentoring relationship which will take them beyond their ordination

- *To have seen the importance of regular mentoring in the rabbinate
- *To be able to explore the dimension of the conflict between idealism and the constraints of daily professional pressures
- *To look at work/life balance

TEACHING AND LEARNING METHODS:

Monthly mentoring for 1 hour

- *Reflection
- *Problem management of issues arising in their congregations

SUMMARY OF CONTENT RATIONALE FOR THE MENTORING:

The mentoring relationship provides a relationship between an experienced professional and a student and is designed to induct the student into the profession.

SP201 PRAYER

NAME OF TUTOR:	Rabbi Lionel Blue
YEAR OF STUDY:	Second or fifth year
SEMESTER:	Spring
MODULE LEVEL:	HE Level 2
AWARD LEVEL:	Rabbinic Ordination
PRE-REQUISITES:	None
NUMBER OF HOURS:	16 taught hours

AIMS OF MODULE:

1. To explore the experiential aspects of prayer in a wider context.
2. To develop an emerging understanding of how prayer affects the individual.
3. To experience a variety of prayer contexts.
4. To increase the ability to articulate prayer as an experiential form of connection with the Eternal.

LEARNING OUTCOMES AT THRESHOLD LEVEL:

1. Reflect on experiential aspects of prayer.
2. Articulate a personal connection to prayer.
3. Understand the place of prayer within Judaism and its relationship to the Eternal.
4. Distinguish and describe aspects of prayer.
5. Communicate well within a group and be a good listener.

DESIRABLE LEARNING OUTCOMES:

1. Reflect with insight on experiential aspects of prayer.
2. Critically analyse a personal connection to prayer.
3. Understand the place of prayer within Judaism and its relationship to the Eternal, and can explain its potential impact with clarity.
4. Critically evaluate aspects of prayer.
5. Is supportive and helpful to peers in a group setting.

ASSESSMENT:

There is no formal assessment for this course. Students are expected to participate fully and to demonstrate identified learning outcomes through discussion and reflection in class.

TEACHING AND LEARNING METHODS:

Discussion and experiences within a group setting. Reflection of experiences taking place through regular prayer settings.

SUMMARY OF CONTENT AND RATIONALE FOR THE MODULE:

Prayer experiences should be central to the student rabbi's emerging religious identity. This course will give opportunities to explore this growing sense of identity and to reflect upon experiences within prayer settings and in personal time. The Eternal as transcendent and immanent, the place of prayer in one's daily life and the effect of prayer on the individual will all be explored.

ESSENTIAL BIBLIOGRAPHY:

Cohn, G and Harold F, eds. (1996) *Prayer in Judaism: Continuity and Change*, Jason Aronson, Northvale and London

Cragg, K ed. (1973) *Alive to God: Muslim and Christian Prayer*, Oxford University Press, London

Hoffman, L (2000) *The Way into Jewish Prayer*, Jewish Lights Publishing, Woodstock

Kadish, S (1997) *Kavana: Directing the Heart in Jewish Prayer*, Jason Aronson, Northvale and Jerusalem

Lamm, N (2000) *The Shema: Spirituality and Law in Judaism as exemplified in the Shema, the Most Important Passage in the Torah*, The Jewish Publication Society, Philadelphia

Merton, T (1973) *Contemplative Prayer*. Darton, Longman and Todd, London

KOL BO

Kol Bo - an intensive seminar (lasting for up to 2 weeks) that has an annual theme that will take place following examinations week.

The theme of the programme is biennial: "Interfaith Dialogue through texts" and other topics. Other topics may be offered in conjunction with the students and may cover academic or other topics. In past years, topics have included **High Holyday preparation**, text study *lishma*, self-presentation, assertiveness training and training in sexual abuse awareness, AIDS awareness and related topics.

Students in the 2nd and 3rd years are required to attend *Kol Bo*. Others are encouraged to do so. All students are required to attend the Interfaith Dialogue *Kol Bo*.

BEIT MIDRASH

The college provides a daily ***Beit Midrash*** slot, in which students can prepare set assignments for classes in a communal fashion, or conduct some further research/study. The Faculty may elect to use the *beit midrash* for learning preparation in chavruta, work groups or individually.

While there is no attendance register for the *Beit Midrash*, we trust the students to use the time provided as prescribed above.

SEMINARS

The college provides a variety of seminars on Thursday afternoons,(when no thesis seminar takes place); which all students are expected to attend. This provides an opportunity for further development, develop further research ideas and encounter visiting lecturers and current topics.

All students are expected to attend the seminars.

4th & 5th year students are expected to attend the monthly dissertation seminars organised by the college.

Appendix 1: RABBINIC STUDENTS' SERVICES TO CONGREGATIONS

Name of Student	
Synagogue visited	

Rates unless otherwise agreed:

Teaching per hour	28
Brit Milah, Home Service, Chanukat Habayit	57
Shabbat evening	62
Shabbat Morning, Funeral, Wedding	72
Shivah, Chagim Evening	67
Seder Service	77
Chagim Morning	82
Rosh Hashanah Morning £100, Rosh Hashanah Evening £85. Total for both (double for 2 days)	185
Kol Nidrei £190 & Yom Kippur £375 Total for both:	565

Type of Service	Date	Rate	Amount Claimed
Sub Total of Services and Teaching			£

TRAVEL		
* Cost of standard rail / underground fare to be applied against use of own car where used, unless mileage previously agreed	NO. OF MILES	AMOUNT CLAIMED
Train or Bus Fare or Special		
<i>Special Travel Arrangements ONLY if previously agreed</i>		
* Miles: First 50 miles at 40p per mile		
Thereafter, at 25p per mile		
Other Expenses (e.g. phone, postage, etc)		
Family Expenses (as previously agreed)		
Meal Allowance (£18 per person)		
Note: Allowances i.e. meals and travel are only paid in respect of partners/children where previously agreed with congregation		
Sub Total of Travel and other Expenses		£

Total Payable to Student	
LBC Administration	12.00
Final Invoice Total	£

The above services were provided as a necessary requirement of the Rabbinic Course of the College

Disclaimer

While every effort is made to ensure accuracy of the information, the college cannot accept responsibility for errors or omissions.

Please note that the information contained in this *Handbook* may be subject to change at any time during the year, particularly relating to dates and timetables.