



THE INSTITUTE FOR
Clinical Social Work

Academic Catalog
2025-2026

MISSION

The Institute for Clinical Social Work (ICSW) exists to advance the practice and understanding of clinical social work and counseling through rigorous graduate education rooted in contemporary psychodynamic and psychoanalytic thought.

We are committed to developing skilled, reflective clinicians, scholars, and researchers who are equipped to meet the psychological needs of individuals, families, and communities within an ever-changing and complex social landscape.

VISION

To be the leading institution in psychodynamic clinical education, fostering a deep understanding of psychoanalytic frameworks and their application in contemporary practice. We aim to cultivate a community of professionals who are committed to lifelong learning, critical thinking, and the advancement of psychodynamic knowledge.

VALUES

Excellence in Education:

We provide comprehensive training in the practical skills of doing psychotherapy from a psychoanalytic/ psychodynamic perspective.

Fairness and Justice:

We teach critical social theories that enable our graduates to work effectively with diverse communities within a modern context.

Innovation and Leadership:

We strive to produce practitioners, scholars, researchers, educators, and leaders who are at the forefront of psychodynamic clinical social work and counseling.

Contemporary Approach:

We emphasize teaching psychodynamic concepts from a contemporary perspective, ensuring our graduates are well-equipped to meet the challenges of today's world.

Admissions Requirements

Minimum requirements for admission to the Master's in Clinical Counseling and Psychotherapy program include:

- Bachelor's degree from an accredited college or university in any discipline
- Minimum 3.0 GPA at all institutions of higher education

Minimum requirements for admission to the PhD in Clinical Social Work program include:

- Master's degree from an accredited school of social work, counseling psychology, or a closely related field
- Minimum 3.0 graduate program GPA
- At least baseline licensure in the state of practice by the time classes begin. Once classes begin, students with baseline licensure are expected to be working actively toward terminal licensure
- An active weekly clinical caseload

Program Overview

The Institute for Clinical Social Work prepares students in psychodynamic graduate education. Our educational approach unites theoretical training, real-world experience, and ongoing mentorship to prepare our students to practice at an advanced level. Coursework incorporates clinical preparation, theoretical study, and research experience. Beyond the classroom, students combine their professional pursuits and educational goals through advanced case-based clinical training. At the conclusion of their studies, ICSW graduates will be able to:

1. Engage in critical and analytical thinking
2. Value and understand diversity
3. Communicate effectively in both written and oral form
4. Advance social justice
5. Promote ethical practice

Common Learning Outcomes (All Degree Programs)

Psychodynamic Theory: Students demonstrate a thorough knowledge of psychodynamic principles.

Clinical Practice: Students demonstrate the ability to use the psychodynamic framework in diverse clinical practice settings.

Applied Clinical Scholarship: Students demonstrate written and verbal communication skills necessary to prepare clinical reports necessary for presentation, documentation and consultation in the clinical practice community.

Master's in Clinical Counseling and Psychotherapy

The core curriculum for ICSW's Master's degree in Clinical Counseling and Psychotherapy requires a total of 60 semester credit hours within three curricular components: Conceptual/Theoretical Foundations Sequence, Clinical Foundations Sequence and Clinical Practicum Sequence.

Master's Program Learning Outcomes (PLOs)

Conceptual Sequence

1. Demonstrate an understanding of major psychodynamic perspectives using a biopsychosocial and cultural lens to understand theories on counseling, human development and research principles and technique.
2. Demonstrate integrate and employ a variety of counseling and psychotherapy theories and techniques.
3. Demonstrate the ability to critique contemporary controversies within psychodynamic and social theories.

Clinical Sequence

1. Demonstrate an ability to integrate and implement their learning of relevant clinical techniques used in the practice of clinical counseling and psychotherapy.
2. Demonstrate the ability to consider psychodynamic approaches to screening, assessment techniques, and apply those to various therapeutic modalities.
3. Demonstrate the ability to consider of issues of diversity and culturally sensitive approaches to counseling and psychotherapy.

Clinical Practicum Sequence

1. Demonstrate the ability to integrate clinical techniques in clinical counseling and psychotherapy in their practicum.
2. Demonstrate the capacity for self-reflection and self-awareness in their work with clients.
3. Demonstrate an understanding of the importance of human development, cultural diversity, client/family history and behavior patterns, through a psychodynamic lens.
4. Demonstrate the ability to present in oral and written form an understanding of a client's psychodynamics within cultural, political, and social contexts.

Master's Program Courses

CCP 500: Introduction to Psychodynamic Psychotherapy

This course will offer an introductory overview of psychodynamic theory, process, and technique. It is a survey of fundamental psychoanalytic ideas, concepts, and modes of therapeutic action that underlie the work of psychodynamic psychotherapy. (3 credits). *Replaces CCP 505 for Pathways Program participants.*

CCP 501: Practicum and Seminar I

First-Year training sites for the Practicum will provide a two day a week training experience at an agency or community center setting. The First-Year Practicum experience may be clinical, or may be a mix of administrative, case management and clinical support functions that underlie the provision of clinical services. 350 hours are required for the first-year internship/practicum.

The accompanying course serves as a supervisory seminar for students in their field placement. Specifically, students will participate in case discussions, sharing observations and experiences related to the practice setting, reading and discussing relevant literature, and providing, as well as receiving, feedback from peers and the instructor. Supervision will provide students with the opportunity to increase awareness and understanding of the clinical process and other professional activities. (2 credit hours)

CCP 505: Theories of Counseling and Psychotherapy

This course will provide students with an introduction to the major theories of counseling and behavior change. Several major theories of counseling are examined with an emphasis on the key concepts of each theory, the central beliefs about the therapeutic process, the role of the clinician, and specific theoretical applications for change. (3 credit hours)

CCP 510: Methods in Counseling and Psychotherapy

This is an introductory methods class that works towards helping students understand the principles of engaging in a helping relationship and understanding what is therapeutic from and within a psychodynamic perspective. In the broadest sense, the purpose of this course is to help students be reflective thinkers and to understand beginning clinical practice in all forms and what it means to help another person. This course will help the beginning clinician understand engagement and therapeutic helping factors allowing for psychodynamic insights to illuminate everyday life and to therefore assist clinicians in understanding and relating to people, regardless of clinical setting (i.e. including case management settings, milieu settings and crises work settings as well as therapy settings). (3 credit hours)

CCP 515: Professional Ethics in Counseling and Psychotherapy

This course will provide an exploration of the legal, ethical, and professional choices faced by clinicians. Topics will include ethical decision-making, professional standards, values and attitudes, competence,

supervision, dual-relationships, confidentiality, and informed consent. Special attention will be given to the application of ethical and legal standards to clinical cases. (3 credit hours)

CCP 520: Professional and Life Span Development

This course will provide an introduction to career and professional development theory, practice, and resources. Emphasis is given to developmental considerations and the role of testing, educational and career development planning, and the applications of technology-based career development strategies. Particular attention will be paid to the inter-relationships of work, family, gender, diversity, and life role factors, the relationship between career and self-identity, and what influences of work values, occupational choices, and decision-making styles. (3 credit hours)

CCP 521: Practicum and Seminar II

First-Year training sites for the Practicum will provide a two day a week training experience at an agency or community center setting. The First-Year Practicum experience may be clinical, or may be a mix of administrative, case management and clinical support functions that underlie the provision of clinical services. 350 hours are required for the first-year internship/practicum.

This course is a continuation of Practicum and Seminar I. It will also serve as a supervisory seminar for students in their field placement. Specifically, students will participate in case discussions, sharing observations and experiences related to the practice setting, reading and discussing relevant literature, and providing, as well as receiving, feedback from peers and the instructor. Supervision will provide students with the opportunity to increase awareness and understanding of the clinical process and other professional activities. (2 credit hours) *Prerequisite: Practicum and Seminar I*

CCP 530: Group Process

This course will provide an overview of the prevailing models for group counseling and psychotherapy for a variety of settings. The basic theory, principles and practice of group psychotherapy will be examined with particular attention given to the role of the leader, the therapeutic relationship, different stages of group process, and the implications of different approaches to conducting group therapy. Additional discussions around organizational and systems processes and structures will also occur. (3 credit hours)

CCP 541: Human Development

This course will provide a graduate-level survey of human development from infancy through the entire life-span. The course examines physical, intellectual, emotional, psychological/personality and social growth and development. This course is geared toward building the student's foundational knowledge of human development for adaptation to the professional fields of counseling and clinical field work. An important component of this course will be the exploration of universality, cultural variations, and social context in human development. Particular attention is paid to factors that can facilitate or impede physical, cognitive, social, emotional, relational and psychological/personality development. (3 credit hours)

CCP 555: Fundamentals of Psychodynamic Theory

This course will offer an overview of psychodynamic theory. It is a survey of fundamental ideas and concepts that underlie psychodynamic thinking. The history of psychodynamic thinking will also be explored along with major contributors to the field. (3 credit hours) *Prerequisite: Theories of Counseling and Psychotherapy*

CCP 560: Psychopathology: Classification and Diagnostic Systems

The course covers general principles of etiology, diagnosis, treatment, prevention and cultural factors of mental and emotional disorders. Special attention will be devoted to learning how to use the DSM 5 as well as the PDM (Psychodynamic Diagnostic Manual), to develop a comprehensive understanding of psychopathology from a psychodynamic perspective. Additional topics to be covered include formulating and developing psychodynamic case formulations and understanding treatment techniques associated with specific disorders. (3 credit hours)

CCP 570: Research Process and Techniques

This course will provide a comprehensive overview of principles, concepts, methods, tools, and techniques used in counseling and psychotherapy research. Question formulation, hypothesis development, data collection methods, data analysis, and the interpretation of findings are addressed. The course will be augmented with topics such as: online literature searches, critical thinking, the research process, and ethical treatment of human subjects. (3 credit hours)

CCP 601: Internship and Seminar III

Second-Year training sites for the Internship will provide a three-days-a-week training experience at an agency or community center setting that will be primarily clinical. 700 hours are required for the second-year internship. Direct client contact should be more than 50% of the student's total hours each week, leaving the remaining hours for supervision and paperwork.

The accompanying course will provide supervision for a clinical practical experience in counseling and psychotherapy. It is intended to supplement the on-site supervision. Specifically, students will participate in case presentations, listening to audio tapes, completing process notes, and providing, as well as receiving, feedback from peers and the instructor. Supervision will provide students with the opportunity to increase awareness and understanding of the psychotherapy process. (3 credit hours)

CCP 610: Methods in Psychodynamic Psychotherapy

This course will be an introduction and overview of the major tenants of psychodynamic psychotherapy. Students will learn basic elements of psychodynamic treatment in relation to initial diagnostic formulation and ongoing therapeutic work. Topics may include: listening stances, relational dynamics and their role in the therapeutic process, facilitating personality growth and change, etc. (3 credit hours) *Prerequisite: Methods in Counseling*

CCP 620: Counseling and Psychotherapy in a Pluralistic Society

This course will provide an introduction to multicultural, diversity, and social justice issues. Students will explore the cultural context of relationships, human behavior, and other issues/trends in a pluralistic society. Factors such as culture, ethnicity, nationality, gender, sexual orientation, age, socioeconomic status, differing societies, populations and life patterns, education, religion/spirituality, and family structure will be examined. The course is structured to emphasize the role of context in human behavior and personality development and will aid students in developing effective multicultural counseling and psychotherapy techniques and skills. Special attention will be placed on developing greater personal awareness and knowledge of issues of diversity including bias, oppression, discrimination, and the role of privilege. (3 credit hours)

CCP 630: Couples and Family Psychotherapy

This course will provide an overview of the theory and practice of couples and family therapy. A survey of the predominant models of treatment will be explored. Particular attention will be paid to the fundamentals of assessment and intervention with couples and families from various backgrounds. (3 credit hours)

CCP 635: Substance Abuse Counseling and Treatment

This course will provide an orientation to the key concepts of substance abuse assessment, counseling and treatment. It will detail both legal and illegal drug use, its effect on the body, cultural, social and economic issues, diagnostic criteria for substance abuse and dependence, and psychopharmacological and therapeutic interventions. This course will also explore underlying reasons for substance use and the impact on relationships and overall wellbeing. Special attention will be given to the current ethical and professional issues in the practice of substance abuse counseling and treatment. (3 credit hours)

CCP 640: Crisis and Trauma Counseling

This course prepares students to understand and provide crisis intervention in a variety of settings, including medical and mental health, facilities, schools, neighborhoods and communities. Crises will be defined and specific models for assessment and intervention will be described and applied to case examples. A special focus of the course will be on assessment and intervention with suicidal clients. The nature of trauma and posttraumatic stress disorder will be explored and interventions at the individual, family and community levels will be studied. The course will also focus on community crises and disasters with an emphasis on the use of the psychological first aid interventions with victims and first responders. The impact of trauma on crisis workers will also be addressed as we focus on the importance of self-care to reduce the impact of burnout and compassion fatigue. The personal crisis of grief loss and bereavement will also be addressed. (Elective, 3 credit hours)

CCP 645: Clinical Practice with Children and Adolescents

This course is designed to help students attain a mastery of the central concepts in direct clinical work with children and adolescents. It will provide an overview of clinical techniques and direct work with parents and/or caregivers will be addressed as an essential component of treatment plans with

children/adolescents. Other topics to be included are: assessment, treatment planning, play therapy, understanding the implications of neurobiological and human development research on child treatment and other special challenges that come in working with this specialized population. (3 credit hours)

CCP 651: Internship and Seminar IV

Second-Year training sites for the Internship will provide a three-days-a-week training experience at an agency or community center setting that will be primarily clinical. 700 hours are required for the second-year internship. Direct client contact should be more than 50% of the student's total hours each week, leaving the remaining hours for supervision and paperwork.

The accompanying course is a continuation of Internship Seminar III and will provide supervision for the continuation of a clinical practical experience in counseling and psychotherapy. Students will participate in case presentations, listening to audio tapes, completing process notes, and providing, as well as receiving, feedback from peers and the instructor. Supervision will provide students with the opportunity to increase awareness and understanding of the psychotherapy process. (3 credit hours)

Prerequisite: Practicum/Internship III

CCP 670: Bio-Psycho-Social Assessment Methods in Professional Counseling

This course will provide an overview of the concepts related to assessing the various attributes of people. Special attention will be paid to clinical interviews, clinical observations, gathering client histories, projective tests, and other formal measures such as standardized tests and scales that are representative of psychological and intellectual assessments used in counseling/psychotherapy environments. Understanding and interpreting these assessment methods and measures will also be discussed. Additional topics will include the ethical issues related to test use and interpretation with regard to people from diverse social, ethnic, and economic backgrounds. Specific attention to using case examples and case studies to highlight core concepts of class. (3 credit hours)

CCP CP I-IV: Clinical Consultation I-IV

This course will be a supervisory consultation meeting with an ICSW Faculty member every other week for 45-60 minutes. It will allow for the student to discuss cases from their Field placement experience, in addition to getting support and mentoring on the role of becoming a professional counselor. This course could include discussion on relevant literature to supplement the learning process. (1 credit hour each)

CCP 700: Independent Study for Licensure

This course provides a structured opportunity for students to pursue individualized study in an area of counseling aligned with their state licensure requirements, as approved. Students will work closely with a faculty member who has expertise in the course area of study. The faculty member and student will develop a learning contract outlining objectives and licensing requirements, readings, assignments, and evaluation criteria. Emphasis is placed on critical thinking, scholarly inquiry, and the integration of theory, practice, policy, etc. (3 credit hours). *Prerequisite: Approval of Executive Director for Academic Affairs & Academic Dean*

CCP 999: Continuous Enrollment

This course is designed to maintain a student's active status in the MA program during periods of independent scholarly work (i.e. finishing incomplete courses, engaging in continued clinical consultation, extended preparation for a capstone, etc), absent additional course enrollment in a given semester. Continuous Enrollment is required each academic term (fall and spring for MA students) until all program requirements are completed and the degree is awarded. No instruction is provided, and the course carries no academic credit, but enrollment maintains active student status. (0 credit hours)

Case Presentation

During their final semester of classes, students will present a clinical case to a Case Presentation Committee (consisting of 3 faculty members). Students will complete a detailed case report on a client. The report will include: identifying information and reasons for referral, background/historical information, a clinical diagnostic formulation, discussion of the treatment plan and process, and discussion of what was learned from the treatment. Included in the case report will be a process recording of all or part of a session. The student will be evaluated on the integration of clinical conceptualization and techniques along with the quality of the written report, process recording, and verbal presentation. The case presentation is graded through formal evaluation forms and is PASS/FAIL. (1 credit hour)

Comprehensive Examination

During a student's final semester, the student will complete a Comprehensive Exam. This exam will consist of a long-answer essay question(s) associated with the coursework component of their training specifically related to both a comprehensive understanding of and the relevance of psychodynamic theory. Students will have 7-10 days to complete the comprehensive exam. The comprehensive exam will be reviewed by the committee with a detailed rubric. Members of the committee are appointed by the Academic Dean. Students will be notified in writing of either a Pass or Fail designation by the Committee. A student who fails the comprehensive examination may elect to retake the examination a minimum within three weeks after the notification date. A student may attempt the Comprehensive Examination two times. The comprehensive exam is a requirement for graduation but does not receive credit hours. (0 credit hours)

Master's Graduation Requirements

A student is eligible for graduation when they have:

- Earned a total of 60 semester credit hours are required for graduation
- Completed and passed a comprehensive exam covering concepts from psychodynamic core theory courses
- Presented and passed a clinical case to a faculty panel
- Fulfilled two Field Placements totaling 350 hours in the first academic year of the program and 700 hours in the second academic year of the program
- Fulfilled all financial obligations

PhD in Clinical Social Work

The Doctoral Program curriculum is organized into Sequences: 1) Conceptual Foundations Sequence, 2) Clinical Sequence, 3) Clinical Practicum Sequence, 4) Research Sequence and 5) Research Practicum Sequence, and requires a total of 90 course semester credit hours.

Doctoral Program Learning Outcomes (PLOs)

Conceptual Sequence

1. Theoretical Foundations and Evolution: Students will critically engage with foundational and contemporary psychodynamic theories—including Freudian theory, Ego Psychology, Object Relations, Self Psychology, and Relational Theory—tracing their historical development and current elaborations.
2. Developmental and Contextual Understanding: Students will explore psychodynamic conceptualizations of human development and subjectivity, considering the influence of family dynamics, private fantasy, biological factors, and socio-political and cultural contexts.
3. Critical and Epistemological Inquiry: Students will examine psychodynamic theory as a form of epistemology, developing the capacity for critical thinking and understanding theory as a way of knowing rather than as objective truth.
4. Intersectional and Socio-Cultural Analysis: Students will analyze how race, class, gender, and sexuality intersect with psychodynamic concepts to shape and constitute human experience and clinical phenomena.
5. Integration and Application of Theory: Students will demonstrate the ability to synthesize, critique, and apply psychodynamic theories through integrative assessments such as the Qualifying Theory Exam.

Clinical Sequence

1. Students will develop a capacity for engaging in a psychodynamic social work process that considers fundamental forces at play, in their conscious and unconscious interplay, which shape personality and behavior, including those arising from family relations; private fantasy; biological givens; and social, political, and cultural dynamics.
2. Students will develop a capacity to maintain an attitude of inquiry in the clinical situation about one's self, one's client, and the psychodynamic formulations that inform one's work.
3. Students will develop clinical psychodynamic approaches and processes to engage the client in a meaningful therapeutic experience.

Clinical Practicum Sequence

1. Students will consider all forces at play in shaping personality including biological, social, political, and cultural dynamics.

2. Students will integrate a psychodynamic understanding of their client and the process of therapy, both verbally and in writing.
3. Students will integrate ICSW's Core Clinical Concepts into students' clinical practice, thinking, a

Research Sequence

1. Students will evaluate and analyze research conducted with marginalized, oppressed, and under- represented populations.
2. Students will differentiate between traditional and non-traditional epistemological models as it shares human inquiry.
3. Students will investigate the rationale, limitations, utilization and interpretation of selected techniques of social research.
4. Students will locate, critique, and utilize research.
5. Students will create a proposal supported by their knowledge of research and technological skills.

Research Practicum Sequence

1. Students will defend a dissertation that considers/recognizes all knowledge as situated, contextual, relational and reflective of political, social and economic power.
2. Students will develop a meaningful research question with the ability to critically examine the issue within an epistemological framework.
3. Students will create a defensible dissertation supported by their knowledge of research and technological skills.
4. Students will develop a rigorous methodology in the corpus of relevant clinical and research literature with an ability to locate the chosen method within an epistemological frame.

PhD Program Courses

CF 611 and 612: Psychodynamic Psychology I and II: Psychodynamic Theories I and II

The evolution of psychodynamic theory beginning with its origins in the work of Freud will be explored in this year long course, with an emphasis on historical context and the cultural and clinical implications of discrete theories, revisions, and controversies. The goals for each student are: 1) To become familiar with the key theorists of the psychoanalytic tradition, the epistemological premises upon which their thinking is based, and some of the attending challenges and limitations of their thinking; 2) To understand the implications of psychodynamic theorizing for contemporary clinical practice and culture; and 3) To develop a beginning critical awareness of one's implicit identifications with particular theoretical assumptions (which are rooted in particular sociopolitical-historical moments), and to locate one's thinking within the broader context of theoretical history. (2 credit hours) *Prerequisite: CF 611*

CF 621 and 622: Developmental Theory I and II

This year-long course will explore past and present notions of how a person psychologically develops and what is thought to influence, facilitate and/or impede the process. Common clinical phenomena historically associated with development and for which people often present in psychotherapy will be considered and discussed from multiple theoretical perspectives in the context of both early and adult life. Consideration will also be given to the ethnocentric, cultural bias of many of these conceptions and a review of literature reflecting alternative paths toward development will be engaged. The context of human experience will be explored at length with special attention to the influence of interpersonal relationships, gender, cultural beliefs and necessities, historical forces (i.e., economic, political, social), and the timing and outcome of key transitions, both psychological and social and their impact on one's developmental trajectory. Contemporary developmental conceptions will be given special attention and integrated into clinical practice with special focus on the influential interaction between the particular individual and his/her particular environment. (2 credit hours) *Prerequisite: CF 621*

CF 711: Psychodynamic Psychology III: Freud

This course will examine in depth fundamental Freudian concepts which have stood the test of time. The focus will be on ideas such as unconscious phenomena, transference, repetition, free association, guilt, defense, and symptom formation. (2 credit hours) *Prerequisite: CF 612*

CF 712: Psychodynamic Psychology IV: Object Relations

This course traces the object relations tradition from the work of Freud to the Kleinian movement and the British Independents, emphasizing the classic ideas within these traditions (the internal object, projective identification, schizoid phenomena, the depressive position, object usage, and countertransference theory). The class examines how mental/relational experience is structured according to projective and introjective processes, as well as how these processes are animated within, and informed by, the intrapsychic (fantasy) and relational (environmental) dimensions of emotional life. The course also presents phenomenologically related contemporary extensions of object relations theory, including discussions of its intersection and

conflicts with attachment theory and cognitive neuroscience, plus introduces applied psychoanalysis. (2 credit hours) *Prerequisite: CF 711*

CF 721: Psychoanalytic Social Theory

From its beginnings psychoanalysis has been about the social as much as the individual. At once a clinical method and a theory of interpretation and critique, psychoanalysis has been a key resource in what philosopher Paul Ricoeur influentially called “the hermeneutics of suspicion.” This course will explore some of the developments of psychoanalytic theory in its application to analysis of the social, the historical, and the political, with a special focus on contemporary critical and queer theory. Central to this inquiry are questions about the constructive and punitive limits of individuality, and consequent understandings of the psyche as a space specifically of political formation. The ultimate goal is to interpret critically, which is to say with heightened self-awareness, the fit of the practices of psychodynamic psychotherapy within the social and political contexts of which they form a part. (2 credit hours) *Prerequisite: CF 611*

CF 811: Psychodynamic Psychology V: Self Psychology

This course provides an introduction to the ideas that form the foundation of self psychology and their evolution over the past 40 years. Seminal papers of Kohut, his colleagues and key contemporary theorists will be critically examined within the framework of psychoanalytic thought. The course focuses on the historical development of self psychology’s central ideas, on the clinical attitudes and techniques that derive from these ideas and on their application to topics such as sexuality and trauma. (2 credit hours) *Prerequisite: CF 711*

CF 812: Psychodynamic Psychology VI: Relational Theory

This course will introduce students to the origin and concepts of relational theory and acquaint them with the representative theorists, as well as examine the usefulness of relational theory in practice and in its relationship to other psychoanalytic theories. Interpersonal to Relational, Models of the Mind, Relational Unconscious, Dissociation, etc, will be introduced and analyzed. (2 credit hours) *Prerequisite: CF 612; CF 712; CF 811*

CF 821: Psychodynamic Perspectives on Difference I: Race, Racialization, and Social Class

This course dissects the social construction of difference, particularly as it relates to race and social class. The class explores how these social constructions operate within ourselves, our patients, and in the broader world. Psychoanalytic literature is used in this course to expand thinking about constructions of difference. Specifically, psychoanalytic thinking is utilized to look at how unconscious processes are at work on societal and intrapsychic levels and how these processes promote and deter various ways of being. This course looks at how these dynamics influence our clinical work and how they influence society at large. Finally, this course discusses how socially constructed notions about race and social class maintain social injustices and how we, as clinical social workers, can engage and combat these dynamics. (2 credit hours) *Prerequisite: CF 721*

CF 822: Psychodynamic Perspectives on Difference II: Gender and Sexuality

This course will introduce students to critical concepts within psychoanalytic gender/sexuality theory, including Oedipus (authority, desire, identification/disidentification), submission and domination, perversion, lack, and hysteria. The class will explore and apply critical literature on gender and sexuality within a psychoanalytic perspective. This course will also consider the primacy of gender in psychic life and ways it structures subjectivity and relationality beyond the body and conscious identity. (2 credit hours) *Prerequisite: CF 721; CF 821*

CF 911: Psychodynamic Psychology VII: Capstone Theory

This course is a review of core theory taught and learned during the student's education at ICSW in years 1-3. Each session will be organized in a similar format: core assumptions about the human subject, core concepts, theory of suffering; theory of anxiety and theory of clinical action. The intent, through this review, is to facilitate preparation for the Qualifying Theory Paper due the following semester. (2 credit hours)

CL 601 and CL 602: Case Conference I and II

The purpose of this two-semester seminar is to deepen students' familiarity with the process of clinical conceptualization from a psychodynamic point of view. Using core concepts of transference, countertransference, therapeutic alliance, therapeutic contract, enactment, development, and motivation, among others, we will spend our year together examining the therapist's attitude, activity, and impact on the treatment. We will look at the therapeutic encounter as it informs the psychodynamic conceptualization of the "case" and the diagnostic evaluation of the client. In the first semester, clinical material and readings will provide a basis for studying the way a case is conceptualized from a psychodynamic perspective. In the second semester, the focus will turn to constructing a psychodynamic case formulation, which includes the study of diagnoses as it applies to and informs clinical work. (2 credit hours) *Prerequisites: CL 601 (for CL 602)*

CL 611: Clinical Process and Technique I: The Therapeutic Situation

Clinical Process and Technique courses explore psychotherapeutic process and technique. In this initial semester, the idea of the therapeutic will be explored in relation to historical developments, socio-cultural context, and its expression in psychodynamically informed psychotherapy. Institutional as well as individual psychotherapeutic approaches will be examined in any effort to reveal common therapeutic ideas. We will also emphasize the therapeutic experience and therapeutic action and activity in relation to the therapist's use of self by focusing on engagement, frame, transference, and countertransference. (2 credit hours)

CL 612: Perspectives on Trauma and Neuropsychology

This course provides clinicians with a basic understanding of neuropsychology and how it affects the way in which clinicians view developmental processes, psychological disorders, and the treatment process. In addition, this course explores the impact of trauma on the neurological, emotional, physiological and relational life of a person. Trauma will be examined through the historical and contemporary lenses of

neuropsychology, empirically based developmental literature and psychodynamic theory. In addition, the course will focus on the effects of trauma on the regulatory system and the transference and countertransference dynamics as they occur in the treatment process. The course builds on the student's studies on development and clinical conceptualization. We will use student cases to demonstrate the ideas introduced in this course. (2 credit hours) *Prerequisites: CF 611, CF 612, CF 621, CF 622*

CL 701 and 702: Case Conference III and IV

This continuation of ICSW's case conference series expands clinical skills and fosters the development of psychodynamic thinking. Emphasis is on the therapists' self-awareness as the primary tool for conducting a psychodynamic assessment and engaging in psychotherapy. Using core concepts of transference, countertransference, projective identification, and various other defenses, we will attempt to understand the dynamics of the patient and therapist as they work together. These theoretical concepts will aid in our theoretical formulations and treatment process. (2 credit hours each) *Prerequisites: CL 602; CF 612; CF 622; CL 611; CL 612*

CL 711: Clinical Process and Technique II: Therapeutic Attitude

This course focuses on the therapist's motivations, assumptions, personal characteristics, and attitudes as these inform both the clinical dialogue and the quality of the therapeutic relationship. Using clinical theory in combination with personal and therapeutic experience, the course explores the fundamentals of clinical listening and understanding, as well as what is personally required by the psychotherapist for facilitating an optimal therapeutic process. Requirements: Students must have active, ongoing psychotherapy cases. (2 credit hours) *Prerequisites: CL 611; CL 702; CF 612*

CL 712: Perspectives on Attachment, Loss and Grief

Attachment and loss are intrinsic to the human condition. This course explores many dimensions of attachment and loss, particularly as encountered in clinical practice. The historical writings are examined, together with contemporary works. The course looks at the complexity of loss and grief, including their relationship to trauma and attachment issues. The course also examines theories and research on psychodynamic psychotherapy, neurobiology and emotional regulation. The treatment of loss, grief and attachment issues often involves the processing of intense emotions that impact the therapist and client. People may respond to loss with growth in character, spirituality and morally. People may also respond to loss with compulsive reenactments of painful feelings, such as addictive behaviors or self-harm in an effort to relieve otherwise unbearable states of mind. We will consider the idea that some loss, grief and suffering is intrinsic and cannot be relieved. (2 credit hours) *Prerequisites: CL 612; CF 611; CF 612; CF 621; CF 622*

CL 721: Beyond the Fifty Minute Hour: Psychoanalytic Social Work in the Community

This course will focus on psychoanalytically-informed social work interventions with diverse populations outside of the conventional psychotherapy parameters. These practice settings include, among others,

child welfare, clinical case management, home visiting, hospices and medical facilities, forensic settings and school social work and the populations served include the homeless, persons with severe psychiatric disorders, abused and neglected children, troubled adolescents and the elderly. With such interventions, environmental and psychological interventions are interwoven and require a creative synthesis of psychodynamic and systems perspectives. Whether these interventions are therapeutic or palliative, understanding defenses, object relations, transference and countertransference are essential components of effective intervention. (2 credit hours) *Prerequisites: CL 612; CF 622; CF 602; CF 611*

CL 801 and 802: Case Conference V and VI

This continuation of ICSW's case conference series expands clinical skills and fosters the development of psychodynamic thinking. Emphasis is on the therapists' self-awareness as the primary tool for conducting a psychodynamic assessment and engaging in psychotherapy. Using core concepts of transference, countertransference, projective identification, and various other defenses, we will attempt to understand the dynamics of the patient and therapist as they work together. These theoretical concepts will aid in our theoretical formulations and treatment process. (2 credit hours) *Prerequisites: CL 602; CF 612; CF 622; CL 611; CL 612*

CL 811: Clinical Process and Technique III – The Therapist's Subjectivity

This case conference will focus specifically on the personal subjectivity of the therapist. The course will explore the psychotherapist's internal world and life experience through self analysis as these inform clinical process and the therapist's participation, while deepening the student's reflectivity and self-awareness within the therapeutic interaction. (2 credit hours) *Prerequisites: CL 611; CL 702; CL 711; CL 712; CF 712*

CL 813: Clinical Process and Technique IV: The Clinical Unconscious

The idea of the unconscious is perhaps the most basic psychoanalytic concept, from both a theory and everyday practice standpoint. The meaning of "unconscious," initially referring to repressed ideas and fantasy, has broadened considerably since Freud's time, to include a wide variety of phenomena. The course, "The Clinical Unconscious," will emphasize how we deal clinically with the repressed unconscious and the various other modes of nonconscious psychic phenomena. Relevant concepts such as unconscious communication, transference, countertransference, the logic of dreams, evenly hovering attention, and the nature of the therapeutic interaction, will take center stage. (2 credit hours) *Prerequisites: CL 803; CL 811; CL 801; CF 711*

RM 601 and 602: Traditions of Inquiry in the Social Sciences I and II

This year long course is an introduction to epistemological concepts and systems in psychology and social work theories. Epistemology is the theory of knowledge, especially with regard to its methods, validity, and scope. Epistemology is the investigation of what distinguishes justified belief from opinion. The logic and rationale of different methodological approaches to developing knowledge, and critiques of the underlying epistemological assumptions are described in the readings and will be discussed in class. (2 credit hours each)

RM 701 and 702: Research Methods I and II

This one year course covers basic social science methodologies and research processes. The major aims of this course are to expand and deepen knowledge of qualitative and quantitative modes of research inquiry. In the first year of the course students use data shared as a group in the application of various qualitative methods. (2 credit hours each) *Prerequisite: RM 601 & RM 602; All Research Methods courses must be taken in sequence*

RM 801 and 802: Research Methods III and IV

In the second year students will participate in the collection of data and its analysis via the application of both qualitative and quantitative methods. Students will, throughout the course, focus on conducting ethical research, as well as understanding the epistemological embeddedness of all social science methodologies. (2 credit hours each) *Prerequisite: All Research Methods courses must be taken in sequence*

RM 901 & 902: Dissertation Seminar I & II

This two-semester seminar takes students through the process of refining a dissertation topic into a researchable question or hypothesis, supporting it through literature, and selecting an appropriate research design and method of data analysis in order to write a dissertation proposal. The course utilizes a group format for students to vet, get feedback from colleagues and to refine their research ideas. (2 credit hours each) *Prerequisites: RM 802*

ESRM 800: Advanced Research Seminar

This seminar is a required elective for all advanced students. The seminar meets in a monthly format throughout the year, and functions as a group consultation on the research process. Students will present their evolving data analysis to the seminar participants and leader. For students matriculating in 2014 and beyond: The seminar is required by all qualifying advanced candidates until the completion of the dissertation, and will operate in two segments (proposal and data analysis), depending on where the student is in their research. (0 credit hours) *Prerequisites: all courses, Case Presentation, Qualifying Theory Examination (for students matriculating 2014 and beyond)*

CP I – CP V: Clinical Practicum I, II, III, IV, V

This course will be an advisory consultation meeting with an ICSW Faculty member every other week. It is intended to enhance students' competence in thinking about and doing psychodynamic work. The practicum provides an experience-near learning context which allows concepts and ideas learned in the classroom setting to come alive, with the help of Faculty consultants. (2 credit hours each)

PHD 999: Continuous Enrollment

This course is designed to maintain a student's active status in the PhD program during periods of independent scholarly work (i.e. finishing incomplete courses, engaging in continued clinical consultation, extended preparation for a capstone, etc), absent additional course enrollment in a given semester. Continuous Enrollment is required each academic term (fall, spring and summer for PhD students who have not yet completed coursework; fall and spring for advanced PhD students) until all

program requirements are completed and the degree is awarded. No instruction is provided, and the course carries no academic credit, but enrollment maintains active student status. (0 credit hours).

Case Presentation

The purpose of the Case Presentation is to evaluate the student's learning progress in clinical evaluation and treatment and ability to engage in an open discussion with a panel of faculty members. In the Case Presentation, students discuss how their diagnostic and treatment thinking and practice have changed as they have progressed through their clinical education at ICSW. A major part of the Case Presentation is the written and oral discussion of a case, including diagnostic and treatment material, as well as a sample of treatment process. The goal of the presentation is to help students and faculty determine how much the student has learned and what remains to be learned to meet ICSW's clinical practice learning outcomes, which can be found in the Academic Catalog. For a full description of the philosophy of the Case Presentation processes, see the PhD Case Presentation Outline (available online). A premium is placed on the ability and willingness of the student to engage in an open, non-defensive discussion with the case presentation panel. Qualities of self-awareness, forthrightness, clarity and complexity of thought, and ability to link psychodynamic concepts with clinical work are stressed. The case presentation is a requirement for graduation. (1 credit hour)

Qualifying Theory Exam

A Qualifying Theory Exam (QTE) will be part of the ICSW assessment of student learning. The QTE provides a measure of each student's ability to meet the standards of academic scholarship that are consistent with the goals of the Conceptual Foundation Sequence and are consistent with the academic discipline of clinical social work. The QTE may vary in format from year to year, but the basic format will entail a paper and/or oral exam to questions formulated by the QTE Committee. An oral discussion may be required between the student and a QTE panel, based on the paper. The qualifying theory exam is a requirement for graduation but does not receive credit hours. (0 credit hours)

DSS 411: Dissertation Proposal

The dissertation proposal process guides doctoral candidates through crafting the initial chapters of a presentation-ready research manuscript that articulates a clear, researchable question or hypothesis, demonstrates mastery of an empirical, clinical and theoretical literature review, and establishes a sound research plan, situated within a coherent epistemological framework. The proposal process also includes successful submission of an Institutional Review Board application for study approval. The culmination of this work ends with a formal proposal hearing before the student's committee. (6.5 credit hours)

DSS 422: Dissertation Defense

The dissertation defense marks the culmination of the doctoral journey at ICSW, requiring candidates to present and publicly defend the results of their final research project, as originally detailed in their committee-approved proposal. Students must demonstrate the rigor and coherence of their completed study and committee members evaluate the student's methodology, findings, theoretical integration, and clinical relevance. Following the hearing, students incorporate any required revisions dictated by the committee before securing final approval and completion of the dissertation process. (6.5 credit hours)

PhD Graduation Requirements

A student is eligible for graduation when they have:

- Completed all coursework and capstones with a grade point average of at least 3.0 on a 4.0 scale (90 credits hours total)
- Completed all clinical practicum requirements, including presenting a clinical case to a faculty panel
- Successfully completed a Qualifying Theory Exam covering concepts from psychodynamic theory courses
- Successfully defended a scholarly dissertation
- Fulfilled all financial obligations to the Institute