



THE INSTITUTE FOR
Clinical Social Work

Policy & Procedures Manual
2017 –2018 Academic Year

Policies and Procedures Manual

2017 - 2018 Academic Year

MISSION

The mission of the Institute for Clinical Social Work, an institution of higher education, is to prepare scholars and practitioners to: advance knowledge in the field of clinical social work; advance the quality of clinical social work practice; and serve a diverse community through professional and academic contributions.

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Also during their final semester of classes, students will present a clinical case to a Case Presentation Committee. 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 or 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 1 credit hour and graded through formal evaluation forms and is PASS/FAIL..... 66

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Section 1.0

INTRODUCTION

AP

This Policy and Procedures Manual is designed to facilitate students' progression through The Institute for Clinical Social Work's (ICSW) Doctoral, Master's, Advanced Clinical Practice (ACP), and Inquiring Minds (IM) programs. It covers organizational structures and identifies core faculty, staff, and committees. It describes the system for student advisement and summarizes the various components of the Doctoral, Master's, ACP, and IM programs. Important policies and procedures affecting students are described. An appendix is included to expand and clarify certain information relevant to student participation in the program.

Please review this manual to familiarize yourself with its contents and use this academic year version as a reference guide throughout your involvement in the program. The Policies and Procedures Manual is updated yearly.

You are encouraged to ask for assistance from your advisor if you encounter questions and concerns. The Dean, the Director of the Master's Program and the Director of Academic Administration are available to answer your questions.

Section 2.0

ORGANIZATION

In this chapter, the roles and responsibilities of the administration, faculty, staff, and committees are described.

Administrative

Michelle Taylor, President

The President serves as the Chief Executive Officer of CSW. The President is appointed by, reports to, and is evaluated by the Board of Trustees. S/He oversees implementing policies established by the Board, managing ICSW's resources, operations, and employees, ensuring compliance with applicable laws and regulations, leading ICSW's development efforts, and managing implementation of the strategic plan.

Ida Roldan, Interim Dean

The Dean serves as the Chief Academic Officer of ICSW. The Dean is appointed by the President. She oversees implementing policies established by the FAC, managing ICSW's academic resources, operations, insuring compliance with applicable laws and regulations, and sits on the admissions committee. She oversees all aspects of the academic program, appoints and evaluates members of the Faculty, leads Faculty meetings, develops and implements new academic programs, and ensures that all professional and academic accreditation standards are met. She serves on the accreditation team that works with the Higher Learning Commission.

Karen Bloomberg, PhD, Dean of Students

The Dean of Students helps to promote students' sense of integration (as individuals and as cohorts) into the ICSW community. In this role, the Dean of students also chairs the Substance Abuse Committee. The Dean of Students is available to support students with personal or interpersonal concerns, but does not answer administrative or academic questions. In addition, the Dean of Students serves on the Advisory Council, Student Progression, and Admissions Committees, and also is the student conduit to the writing services offered through the Marcia V. Adler Committee. The Dean of Students also serves as the Disabilities Coordinator. You can reach Karen at 312.504.7772 or at bloomberg.karen@gmail.com.

Cheryl Meltzer, MSW, Director of the Master's Program

The Director of the Master's Program reports to the Dean and is responsible for the management and operation of the Master's Program. The Director serves on the Admissions and Curriculum Committees, and the AQIP accreditation team. You can reach Cheryl at cmelter@icsw.edu or 312.935.4241.

Elizabeth Oller, Director of Academic Administration

The Director of Academic Administration reports to the President and Dean. Her responsibilities include managing academic projects, assisting the President and Dean with recruitment, providing academic advisement, managing student files, and supporting policy and procedure development for the Director of Academic Administration and all policy and procedure manuals. You can reach Elizabeth at eoller@icsw.edu or 312.935.4245.

Faculty

Frieda Friedman, PhD, and Bob Feldman, MA, Faculty Advisory Committee Co-Chairs

The Co-Chairs of the Faculty Advisory Committee (FAC) co-lead the committee that is responsible for representing the Faculty to the President and Dean on issues of academic policy and for evaluation of Faculty and potential Faculty. The FAC co-chairs represent the Faculty to the Board of Trustees and have one vote. Freddi can be reached at ffriedman@icsw.edu; Bob can be reached at bfeldman@icsw.edu.

Sherwood Faigen, AM, Conceptual Foundations Sequence Chair

The Chair of the Conceptual Foundations Sequence participates in the Curriculum Committee, is a resource to faculty who teach within the sequence, recommends faculty to teach courses, and chairs the committee of faculty that makes recommendations regarding the conceptual foundations. Woody can be reached at sfaigen@icsw.edu.

Jennifer Tolleson, PhD, Research Sequence Chair

The Chair of the Research Sequence participates in the Curriculum Committee, is a resource to faculty who teach within the sequence, recommends faculty to teach courses, and chairs the committee of faculty that makes recommendations regarding the research curriculum. Jennifer can be reached at jtolleson@icsw.edu.

Joan Servatius, PhD, Clinical Practicum Chair

The Clinical Practicum Chair is responsible for overseeing the assignment of consultants for case study evaluations and treatment cases, overseeing case presentations, and monitoring administrative activities associated with the Clinical Practicum. Joan also serves on the Curriculum Committee. Students are encouraged to contact the Clinical Practicum Chair with any concerns about the Clinical Practicum, consultant assignments and selection, or any request for variation from established Clinical Practicum expectations. You can reach Joan at jservatius@icsw.edu.

Peter Shaft, Chair, Ethics Committee

The Chair of the Ethics Committee heads an ad-hoc committee to develop and recommend policy regarding ethical standards. The areas of ethical concern include clinical practice, student/faculty relations, and research. The Chair and the ethics committee are available to respond to concerns of students and/or faculty regarding ethics in any of these areas. The committee responds to complaints regarding ethics and conduct as assigned by the Dean. You can reach Peter at pshaft@icsw.edu.

John Ridings, PhD, Chair, Institutional Review Board (IRB)

The Institutional Review Board (IRB) Chair oversees the committee that reviews all Institute sponsored proposed research activity, including student dissertation proposals and faculty or staff research proposals, and to determine their appropriateness regarding protection of human subjects. You can reach John at jridings@icsw.edu.

Staff

ICSW's administrative staff plays an important role in the day to day functioning of ICSW. Each has responsibilities supporting the educational program of ICSW.

Lynne Gordon, Vice President of Finance and Operations

The VP of Operations is responsible for overall functioning of ICSW and works with the President and Dean to ensure effective and efficient institutional operations. She is responsible for financial management and assisting students with tuition and other financial obligations. She is also available to answer questions or direct students to appropriate resources within ICSW for help. Finally, she is AQIP Liaison and Quality Improvement Team Chair, and as such is responsible for communications between ICSW and the Higher Learning Commission (30 N. LaSalle St., #2400, Chicago, IL 60602; 800.621.7440; www.ncahlc.org). In this role, she leads the team that designs, implements, and monitors strategic action projects that are integral to ICSW's quality improvement efforts and ongoing accreditation. You can reach Lynne at lgordon@icsw.edu or 312.935.4242.

Sebastien Beudet, Director of Communications and Financial Services

The Director of Communications and Financial Aid provides support for key operations at ICSW, including Student Information Systems (Blackbaud) management, Financial Aid administration, development, and Board operations. You can reach Sebastien at sbeudet@icsw.edu or 312.935.4234.

Faculty Committees - DP, MP

The creation, maintenance, evaluation, and improvement of ICSW's programs occur largely within the context of standing committees working throughout the year.

Admissions Committee

Processes all applications to the doctoral, master's, certificate, and Inquiring Minds programs, and makes recommendations about admittance to these programs.

Curriculum Committee

Composed of chairs of each of the established sequences and includes at-large Faculty members, the Clinical Practicum Chair, and the Research Practicum Chair. The committee is chaired by the Dean and is responsible for the development, integration, and coordination of ICSW's curricular offerings and objectives for all academic programs. The committee advises the Dean on policy regarding curriculum, initiates recommendations to the sequence committees, and considers proposals from the sequence

committees for change in the curriculum. All proposed curriculum changes are approved by the whole Faculty.

Ethics Committee

This committee is responsible for development of policies and procedures regarding ethics. This includes relationships between faculty and students, student and faculty conduct, protection of human subjects in research, clinical work, and the curriculum. The committee is available to conduct inquiry proceedings regarding any complaints about conduct or ethics, upon referral from the Dean.

Institutional Review Board (IRB)

The IRB reviews any research proposals by students or faculty for Institute sponsored research for protection of human subjects and compliance with ethical standards in research, utilizing guidelines developed by the American Psychological Association, and adopted by ICSW's faculty.

Marcia V. Adler Committee

The Marcia V. Adler Committee works to support students' learning through using a bequest from the late Marcia Adler, a long-time Faculty member and former Dean of Students. Initiatives funded by the Marcia V. Adler Fund include support for high-level writing support and tutoring. Students interested in these services should contact the Dean of Students.

Student Progression Committee

There is a Student Progression Committee that meets regularly to review all student records and to monitor each student's progression through the program. The committee identifies problems with student performance and recommends other status changes related to performance (e.g. probation, leaves, and withdrawal). The committee may recommend or require remedial work or assistance when appropriate. The committee recommends candidacy status and confirm readiness to graduate. See the full Progression policy, starting on pg. 44

Substance Abuse Committee

In compliance with federal guidelines, this committee is charged with the responsibility of monitoring problems related to substance abuse among administrative personnel, staff, faculty, and students. The committee provides support and assistance to anyone identified as having a problem and in need of referral for treatment.

ADVISEMENT SYSTEM - AP

Several components of the program are organized to provide advisory resources to students as they progress through the program. The central advisory resources include the student's advisor and the Dean.

Advisor: PhD

A faculty advisor is assigned to all students at the point of matriculation. This person will serve as the central academic advisor for each doctoral student, and is available to the student throughout the program up until the point at which the student has an approved dissertation Chair. The advisor is assigned jointly by the Chair of the Clinical Practicum and the Dean, who are also responsible for making any changes in advisor.

Advisor responsibilities include:

1. Providing the first year clinical consultation
2. Meeting with the student advisee once per semester (second – fourth years).
3. Staying abreast of the most current academic and practicum policies.
4. Serving as the point person for academic, practicum or research concerns on the part of the student as well as faculty or administration. If a class instructor has a concern about a student, the advisor may be the first point of contact about that concern.
5. Serving as a support person for the student in cases where the student encounters problems in progression. The advisor, as such, is expected to attend progression meetings where the student's progression is being evaluated.

Advisor: MA

The Director of the Master's Program serves as the advisor for all Master's Program students. This advisor is ordinarily the first person to contact with any questions, concerns, and problems related to the program. The advisor is the first contact for faculty with concerns about a student. The advisor formally monitors students' progression through the program. In addition, The Director of the Master's Program and the Clinical Practicum Chair work together to assign a Faculty member to each Master's student who serves as a consultant to that student throughout their time in the MA program.

PROGRAM COMPONENTS

Doctoral Program

The Doctoral Program is organized into three broad components: 1) 37 courses, 2) the Clinical Practicum, and 3) the Research Practicum. ICSW also offers an Advanced Clinical Practice Certificate and, for those with limited clinical experience, Inquiring Minds courses.

Curriculum

The Doctoral Program curriculum is organized into Sequences: 1) Conceptual Foundations Sequence, 2) Research Sequence, 3) Clinical Sequence. The doctoral program also includes two practica, Clinical and Research.

Conceptual Foundations Sequence

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self psychology, and relational theory in both their classic forms and contemporary elaborations.
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development.
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena.
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions.
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

Qualifying Theory Examination

Doctoral students matriculating in the Fall of 2014 and subsequently will be required to complete a Qualifying Theory Examination as the capstone event of the Conceptual Foundations Sequence.

Clinical Sequence

1. Master a practice framework derived from a psychoanalytic model of the mind and learn to apply the resulting clinical theories and techniques to address the client's needs as assessed by a diagnostic phase based on an accurate understanding of the client's development, psychodynamics, current life situation and motivation.
2. Develop the 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. Promote the ability to use a psychoanalytic model of the mind and its related clinical techniques to engage the client in a meaningful clinical process, the results of which may include symptom relief and structural change.
4. Develop knowledge of the ways in which all dimensions of diversity are present in our culture, and demonstrate the capacity to translate this understanding to the clinical situation.

Clinical Practicum

1. Enhance students' understanding of psychodynamic clinical social work practice.
2. Enhance students' abilities to evaluate clients in a psychodynamic framework.
3. Enhance students' abilities to conduct psychodynamically based clinical practice.

4. Enhance students' abilities to articulate their psychodynamic clinical understanding orally and in writing
5. Promote the integration of the ICSW Core Clinical Concepts into students' clinical practice, thinking and writing.
6. Develop the ability to describe clearly the client and the process of therapy, both verbally and in writing.

Case Presentation: Students are expected to formally present a case to a faculty panel as the capstone event for the clinical sequence.

Research Sequence

Develop the student's capacity to rigorously and ethically conceptualize and critically examine problems/issues relevant to clinical social work, and to conduct and defend an original project of scholarly research.

1. Develop knowledge of epistemology, or the philosophy of knowledge, as it shapes human inquiry and its various interpretive perspectives.
2. Deepen ability to develop a research question, and to evaluate its location within a broader epistemological context.
3. Deepen ability to consume, read, and evaluate research.
4. Enhance awareness of ethics and embedded values in conducting social work research.
5. Develop differential knowledge of qualitative, quantitative, and integrative approaches to research problems, and uses and analyses of data.
6. Engage a thoughtful analysis of data and discuss the embeddedness of that analysis within the traditions of a particular discourse of social explanation.
7. Gain understanding of the rationale, limitations, utilization, and interpretation of selected techniques of social research

Research Practicum

1. Develop a meaningful research question with the ability to critically examine the issue within an epistemological frame.
2. Develop a rigorous methodology coherent with the question with an ability to locate the chosen method within an epistemological frame.
3. Develop use of media and library resources for shaping research project.
4. Develop research skills and techniques, including problem formulation, research design, interviewing, data analysis, and writing.
5. Identify the context of the question and methodology in the corpus of relevant clinical and research literature.
6. Develop a rigorous, comprehensive, ethical, dissertation proposal that will contribute to clinical social work knowledge.
7. Write, present and defend a scholarly dissertation.

The Dissertation is the capstone event for the Research Practicum

Advanced Clinical Practice (ACP)

This program offers advanced clinical training and education that enhances diagnostic, psychotherapeutic, and consultative skill. The program focuses on contemporary practice issues and literature and the most current theoretical and practice knowledge. The ACP Program is a three-year

program of Clinical Practicum experience and classroom courses resulting in comprehensive, advanced mastery of clinical social work practice and knowledge. ACP students are expected to comply with guidelines for academic performance as in the Doctoral Program. A certificate is awarded upon successful completion of the program.

Master's Degree 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.

The primary goals of the Conceptual sequence are to: advance the student's knowledge of counseling skills with an emphasis on the following areas: counseling theories and methods, psychopathology, group process, human development, assessment, professional development, research process, ethics, social and cultural foundations, substance abuse treatment, and family dynamics.

The primary goal of The Clinical Sequence is to: further enhance and integrate their learning of relevant clinical techniques used in the practice of clinical counseling and psychotherapy with a particular focus on psychodynamic clinical techniques.

The primary goals of the Clinical Practicum are to: advance the student's capacity to apply various theories and relevant techniques to the actual practice in the field of clinical counseling and psychotherapy and the diversity it encompasses.

The Clinical Practica: Practicum and Advanced Practicum

The primary goals of the Clinical Practicum component are to: advance the student's capacity to apply various theories and relevant techniques to the practice of clinical counseling and psychotherapy and the diversity it encompasses.

ICSW's Master's Degree in Clinical Counseling and Psychotherapy, in addition to coursework, includes a Clinical Practicum. While most counseling master's degree programs require just one academic-year-long clinical placement, ICSW's Master's Degree provides two clinical placements, in which students gain experience doing direct clinical work. This is one way ICSW emphasizes the strength of its clinical focus.

The first phase, the Practicum, takes place during the first year of full-time coursework, and provides opportunities to work directly with clients and receive clinical supervision by a licensed mental health professional. Practicum placements are affiliated with ICSW and many of the clinical supervisors are faculty, alumni, or other ICSW community members.

Practicum activities may include: intake assessments; individual or group counseling; discharge planning; participation in multi-disciplinary meetings; attendance at agency case conferences and in-service trainings; report writing; etc. Based on the students' level of experience, one- or two-day Practicum will be required the first year with a total of 350 hours required. At the same time they're working at a Practicum site, students are also enrolled in Internship/Practicum Seminar I during the Fall Semester and Internship/ Seminar II during the Spring Semester, which serves to supplement the learning and supervision from their placement settings. These additional clinical opportunities will better prepare the students for the Internship during the second year of study.

The second year of the Practicum is the Advanced Practicum. During their Advanced Practicum, students gain a total of 700 required hours of clinical work. Students will spend between 16-24 hours per week during a 9-12 month period at an approved outside counseling and psychotherapy setting. Advanced

Practicum students will provide counseling and psychotherapy, receive at least weekly one hour supervision by a licensed mental health professional affiliated with ICSW and be exposed to other activities that a clinical professional counselor would be expected to perform, such as diagnostic and ongoing clinical evaluation, crisis intervention, involvement in clinical case presentations, collaboration with other professionals, etc.). At the same time, Advanced Practicum students also will be enrolled in Advanced Practicum Internship Seminar III during the Fall Semester and Advanced Practicum/Internship Seminar IV during the Spring Semester, which serves to supplement the learning and supervision from the Practicum.

Section 5.0

POLICIES

AP

Non-discrimination Policy

The commitment of the Institute for Clinical Social Work to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the Institute for Clinical Social Work not to engage in discrimination or harassment against any person because of race, color, religion, sex, gender identity, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a veteran or disabled veteran, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. The Institute's nondiscrimination policy applies to admission, employment, and access to and treatment in the Institute's programs and activities. Complaints of invidious discrimination prohibited by the Institute's policy are to be resolved within existing Institute procedures.

Whistleblower Policy

If any employee, faculty member or student reasonably believes that some policy, practice or activity of ICSW is in violation of law, public policy or accreditation standards, that person should file a written complaint with the President/Dean or the Board Chair. That person is protected from retaliation for bringing such an alleged violation to the attention of the President/Dean or Board Chair.

ICSW will also not retaliate against an employee, faculty member or student who in good faith discloses or threatens to disclose alleged violations of law, public policy or accreditation standards to a public body or an accrediting organization.

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Family Educational Rights and Privacy Act (FERPA)

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA). This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations. We will attempt to update this document from time to time in response to questions and concerns.

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. Although the term "school official" is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

A school must inform eligible students of how it defines the terms "school official" and "legitimate educational interest" in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable

attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated

as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
- to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review his or her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.

Law Enforcement Units and Law Enforcement Unit Records

A "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of his or her rights under FERPA, in order to file a complaint.

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated.

If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows:

www.ed.gov/policy/gen/guid/fpco/index.html

If, after reading this guidance document, you have questions regarding FERPA which are not addressed here, you may write to the Office at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Admissions

The Chair of Admissions along with the admissions committee, which includes the Dean, reviews applications and makes admission recommendations. Currently, ICSW has rolling admissions. Applicants are notified of their admissions status shortly after the final phase of the application process.

Minimum admission requirements are listed on the website.

We accept, on an individual basis, transfer of credits from any other accredited master's or Doctoral Program for courses which are equivalent to courses in the curriculum of ICSW's master's or Doctoral Program (courses from comparable master's or clinical Doctoral Programs may be allowed pending approval by the Dean). Courses from other programs must be evaluated by the Dean. The evaluation will include a judgment of the general similarity in content and hours (e.g., each 16-hour course receives one credit). We will accept credits totaling no more than one-half of the required coursework. Clinical Practicum and case conference courses may be eligible for transfer of credit consideration.

Applicants to the Inquiring Minds program submit proof of their advanced degree and interview with the Dean. Enrollment in any available course is limited by class size and instructor approval. Admission to the Doctoral Program is not guaranteed by acceptance in the Inquiring Minds program.

Inquiring Minds students wishing to matriculate to full or part-time status should contact the Dean in the spring for the following academic year. Application must be made in writing. Letters of recommendation from the instructors of completed Institute courses and at least one interview with an admissions committee member are required to complete the admissions process. Applicants will be notified of a decision as soon as the admissions committee can consider their application.

False Information

Any applicant to ICSW's program or a student in the program who fraudulently, or through misrepresentation, makes false statements on his or her application for admission, or falsifies his or her degrees or professional credentials shall be subject to dismissal from the program.

Notice of Non-Discrimination

In accordance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990 (amended in 2009), the Institute for Clinical Social Work maintains the following policy statement:

"No person shall, on the basis of handicap, be excluded from participation, in be denied the benefits of, or be subjected to discrimination under any education program or activity conducted by the Institute for Clinical Social Work."

For information about grievance procedures related to this statement, please see "ADA and Section 504 of the Rehabilitation Act Grievance Procedures" in the next section.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades

The work of students is evaluated through a variety of instruments. Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of students' work. Practicum consultants grade students and submit reports each semester evaluating students' work.

Independent Study courses in the Doctoral Program are similarly graded by consultants, who submit reports at the completion of each Independent Study.

Grading Standards

Grades are assigned according to the following standard:

A	Superior work	4.0 value
B	Satisfactory work	3.0 value
C	Marginal work	2.0 value
F	Failure	0.0 value
P	Pass	0.0 value, only to be assigned in Case Conference, Electives, Clinical and Research Practicum and Transfer Credits
IP-S	In Progress-Satisfactory	Credit Deferred, Clinical and Research Practicum Only
IP-U	In Progress-Unsatisfactory	Credit Deferred, Clinical and Research Practicum Only
AU	Audit*	0.0 value
INC	Incomplete	0.0 value, awaiting grade

Attendance - DP

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two class or more unexcused absences may result in either a withdrawal from the class or a failing grade.

Attendance - MA

Students are required to attend class every session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Any more than 3 missing classes needs to be approved by the Director of the Master's program.

Grading Decisions

- The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses and issues that need to be addressed.
- Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in students' transcript.
- If an instructor gives a student the option of doing unsatisfactory work over, the student will take an incomplete (INC) and will be allowed one repetition of the work for grading purposes.
- A grade of INC (incomplete) requires the instructor's written approval in advance of the final class day. Incomplete grades are reserved extenuating circumstances only, and cannot be used as a way of gaining more time on an assignment. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the first day of the following semester (Fall, Spring, Summer). If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course. Further extensions may only be

obtained, under special circumstances, by permission of the Student Progression Committee. Requests for any extensions beyond the semester following the assignment of an incomplete grade must be approved prior to the next semester. *Note:* Late policies (e.g., pertaining to papers turned in after the deadline but before grades are due) will be up to individual instructors.

- *Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.*
- Students who miss two or more classes a semester are reported to the Progression Committee for follow up at the time of the second absence.
- Narrative evaluations of classroom and Practicum work are submitted at the end of each semester, along with grades.
- Pass/Fail grades may only be given for Case Conference, Clinical and Research Practicum requirements, transfer credits, and elective courses.
- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student's performance accompanies the grade.
- Consultant and instructor written evaluations of student performance are filed in student records by the Director of Academic Administration. Student records are available for inspection by the student during the Director of Academic Administration's regular office hours. Students may obtain copies of these evaluations and of transcripts by completing a transcript request form and paying a nominal fee for duplication.
- All papers submitted for class requirements are to conform to the style guide in the "Institute for Clinical Social Work Style Manual," which is located on the ICSW website in the Academic Resources section.

Grade Appeal Policy

Procedure for Appealing Grades

A student may appeal a grade if the student has reason to believe that:

- 1) the grade violated the instructor's or the Institute's written policies; or
- 2) the grade was assigned with prejudice.

When a student wishes to appeal a final course grade that he/she has received, the student should take the following steps, in this order:

- The student first should discuss her/his concerns directly with the instructor of the course, or the consultant for the case (in the case of the Clinical Practicum), or the consultant for the independent study (in the case of the Research Practicum).
- Within one semester of having received the grade in question, the student should write to or email the instructor or consultant in question, copying both the student's academic advisor and the Dean. In this written communication, the student should explain her/his concerns about the final grade, present reasons for believing that the final grade is not correct, and ask the instructor or consultant to explain, in writing, her/his reasons for the final grade.
- The instructor of the course should reply promptly to the student, in full and in writing, copying both the student's academic advisor and the Dean.

- If the student is not satisfied by the instructor's explanation, the student may request a meeting with the instructor and the Dean. At this point, the Dean will brief the Dean on steps to date.
- The meeting with the Dean should include the student, the instructor of the course in question, plus the student's academic advisor. Well in advance of the meeting, the student should prepare and give copies to her/his academic advisor and the Dean of the following:
 - A copy of syllabus from the course in question, from the term in question
 - Copies of submitted assignments, including grades received
 - Copies of written communications with the instructor during the course in question

The Dean shall review the student's materials, and then meet with the instructor and the student, who at that time will present her/his case. The decision of the Dean shall be considered final.

ICSW maintains records for all its students and former students and complies with the Family Education Rights and Privacy Act of 1974 (the Buckley Amendment) regarding the release of personally identifiable information concerning individual students. Academic transcripts and other information are sent only upon the signed request of the student.

Student records are available to the student on request for reviewing at ICSW. No materials may be added to, or deleted from, the student records except by the Director of Academic Administration.

ADA and Section 504 of the Rehabilitation Act Grievance Procedures

As stated in the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, qualified students with disabilities have the right to request accommodations and to receive fair treatment within the educational system. The Institute for Clinical Social Work is dedicated to resolving conflicts and disagreements regarding requests for reasonable accommodations.

If you feel that you have been subjected to unfair or improper treatment due to a disability, you may contact the Disability Services Coordinator (Dr. Karen Bloomberg, Dean of Students). The process and timeline for filing a grievance are as follows:

1. Students shall express their concern initially with the appropriate faculty/staff member involved in the conflict in an informal manner. The Disability Services Coordinator should be contacted at the same time by the student to clarify rights and procedures for both parties.

The Disability coordinator will keep detailed notes as to the date each step of accommodations grievance process has occurred to ensure that the student's request has been fairly addressed. The accommodations grievance process will be fully documented, including notes recorded of pertinent discussions.

The Disability Coordinator will further retain all requests for accommodation, supporting documentation, including the date(s) of the request(s) for academic adjustments or services, the nature of each request, the final determinations and the reason(s) for any denials in the student's file.

2. If the complaint is unresolved after the informal discussion, the student may file a formal, written statement of the problem with the Disability Services Coordinator's Office. The written complaint to the Coordinator must clearly state the basis for the complaint (i.e., the who, what, where, when, and why), and must:
 - Clearly state the nature and basis of the grievance

- Be signed and dated
- Provide the name(s) of the person(s) alleged to have engaged in unfair or improper treatment due to a disability
- Document specifics of the incident(s) in question
- Identify any known witness(es) who have knowledge of the allegations

Note: In cases of alleged illegal discrimination based on race, sex, or handicap, the Coordinator will contact the President and Dean prior to advising the student about course of action.

3. The Disability Services Coordinator will conduct an investigation and respond in writing to the student within 14 days of the filing date of the complaint. As appropriate, the Coordinator may designate different persons to review cases or may consolidate complaints when such as action is consistent with administrative efficiency and a fair resolution of the problem. Written notification will be provided to the student in such a case.
4. If the student feels that the decision of the Disability Services Coordinator is arbitrary and capricious, or if they have new evidence to present, the student may appeal in writing to the President and Dean within 14 days of the decision. If no appeal is made in writing to the President and Dean within 14 days of the Disability Services Coordinator's decision, then the decision of the Coordinator shall be final. Upon appeal to the President and Dean, the following must be done:
 - A copy of the appeal must also be submitted to the Coordinator
 - Upon appropriate review, the appellate determination must be communicated in writing to all parties involved within 14 days of the date of the appeal.
5. At any state of the grievance procedure, if it was determined that law and/or Institute policy was violated, a remedy to the problem will be offered. If it is determined that there was no violation, the complainant will be notified within 14 days and other options for possible resolution of the complaint will be explained, including the right of the student to contact the United States Department of Education, Office of Civil Rights, 500 W. Madison St., Suite 1475, Chicago, Illinois 60601.

Disability Services Coordinator

Karen Bloomberg, PhD, Dean of Students

312.565.1349

Bloomberg.karen@gmail.com

Ethics

Ethical standards are established regarding academic and professional conduct and regarding protection of human subjects. Students and faculty are governed by the ethical standards of their fields.

Ethical Standards of Faculty Relationships with Students

A primary responsibility of the faculty is to promote the education and welfare of the students in a professional, academically responsible manner.

Conflict of Interest

Faculty members should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Faculty members should inform students when an existing or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that protects the best interest of the student to the greatest degree possible.

Faculty members should not take advantage of any professional relationship with students to further their personal, professional, or business interests.

Dual or Multiple Non-Sexual Relationships

Faculty members should not condone or engage in any dual or multiple relationships with students for whom they have or are likely to have any direct supervisory or evaluative responsibility or for whom they exercise professional authority. The faculty member is responsible for setting clear and appropriate boundaries.

Where an intentional or unintentional dual or multiple non-sexual relationship exists, the faculty member assumes the full burden of responsibility for demonstrating that the student is not being exploited, coerced, manipulated or harmed by the dual or multiple relationship. The faculty member is responsible for identifying what efforts have been undertaken to prevent harm to the student and to maximize the best interest of the student.

Sexual Relationships

- Faculty members should not condone or engage in sexual relationships with students for whom they have or are likely to have any direct supervisory or evaluative responsibility or for whom they exercise professional authority.
- Faculty members are responsible for setting clear and appropriate boundaries.

Sexual Harassment

- Faculty members should not engage in sexual harassment of students.
- Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome or offensive.
- Faculty members should be alert to sexual harassment of students by other students. Faculty members are responsible for making sure that sexual harassment does not occur in the classroom.

Ethical Standards for Human Research

The Institute for Clinical Social Work is aware of and endorses both its professional ethical responsibility and the federal mandates for the safeguard of the rights and welfare of human subjects in all research which fall under the auspices of the Institution. ICSW will implement this mandate to protect the community through its Institutional Review Board for the Protection of Human Subjects.

Guidelines:

ICSW will follow guidelines for ethical research adapted from those developed by the American Psychological Association in 1992. These legal, professional and institutional standards guiding all phases of the research endeavor include:

- Planning Research
- Responsibility for Welfare and Dignity of Participants
- Compliance with Law and Standards
- Institutional Approval
- Research Responsibilities of All Parties
- Offering Inducements for Research Participants
- Deception in Research
- Informing Participants of Possible Sharing of Data
- Providing Participants with Information about the Study
- Honoring Commitments
- Reporting of Results
- Plagiarism
- Publication Credit
- Duplicate Publication of Data
- Sharing Data with Other Researchers

Student Evaluation of Faculty

At the end of each semester, students will be requested to fill out an evaluation form for each course taken, including independent study courses, and for Practicum consultations.

All students are expected to complete evaluation forms on dissertation committee members after approval of their dissertation. Evaluation forms are returned to the Director of Academic Administration at the end of the last class each semester.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

- As professionals, we aspire to live up to the highest standards of personal and professional conduct. Our professional commitment is to serve our clients to the best of our abilities and to further the goals of the profession.
- ICSW is committed to the support of the standards and ideals of our professions.
- In accordance with these goals, each student of ICSW is expected to be bound by the code of ethics that govern the profession.

- Students are expected to adhere to the principles of honesty and integrity that guide the members of our profession in their transactions with others.
- Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.
- Students who work in an agency or like setting are expected to follow agency policy regarding case material used for educational purposes.
- Students are expected to adhere to the guidelines set out by the Committee on Protection of Human Subjects in all research conducted in connection with work at ICSW. In addition, each student is bound by the code of academic and professional conduct. Failure to adhere to any of these articles will result in the specified sanction being applied.

Academic Dishonesty

Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid in any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

Plagiarism

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

All other’s work, whether quoted or paraphrased, should be properly credited and cited following current APA style standards.

Procedures for handling academic dishonesty and/or plagiarism can be found in Section 6.

Advanced Student Status - DP

Advanced standing indicates that a student has completed all of their coursework, with the exception of their Advanced Research Seminar.

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. Prerequisites: all courses, Case Presentation, Qualifying Theory Paper (for students matriculating 2014 and beyond)

Students who reach Advanced Standing are no longer eligible for financial aid. Advanced standing students will be charged a reduced tuition every year they are in the program. Advanced standing students are still considered full-time, and are eligible for loan deferment as long as they remain in good standing with the Institute. (See Financial Aid Director for more details).

Status	Course Credit Hours (Prior to 2014)
1st year	0 to 9 course credit hours
2nd year	10 to 19 course credit hours
3rd year	20 to 29 course credit hours
4th year	30 to 34 course credit hours
Advanced	The only required course permitted to be completed as an advanced student is the Advanced Research Seminar

Status	Course Credit Hours (as of 2014)
1st year	0 to 18 course credit hours
2nd year	19 to 40 course credit hours
3rd year	41 to 61 course credit hours
4th year	62 to 72 course credit hours
Advanced	The only required course permitted to be completed as an advanced student is the Advanced Research Seminar

Admissions to Doctoral Candidacy – DP

Requirements for Candidacy

- Completion of all coursework with a minimum 3.0 grade point average
- Completion of all Clinical Practicum requirements including written documentation
 - This includes the Case Presentation
- A passing grade on the Qualifying Theory Exam for students who matriculated as of 2014
- Completion of all Research Practicum requirements, with the exception of the dissertation defense.

Once a student has met all the above criteria, he/she is considered a Ph.D. candidate.

Good Standing - AP

All students and candidates are expected to remain in Good Standing until they complete their program and must demonstrate:

- Maintain a 3.0 grade point average
- Must not be on academic probation
- Cannot have an outstanding financial balance with ICSW
- Continuous progress towards their dissertation proposal hearing (Ph.D.)
- Continuous progress towards completion of Clinical Practicum requirements
- Candidates must demonstrate continuous progress towards completion and defense of their dissertation (Ph.D.)

- ACP Students who have completed their classes must demonstrate continuous progress towards completion of their Clinical Practicum requirements

Students who do not remain in Good Standing may be subject to academic probation.

Graduation Standards - DP

Requirements for Graduation

In order to be certified by the Dean as eligible for graduation, a student must have:

- Completed all required coursework as determined by the year of the student's matriculation, with a minimum GPA of 3.0
- Completed all Clinical and Research Practicum requirements, including all evaluations and accompanying written materials
- Passed the Qualifying Theory Examination (for students matriculating in 2014 and later)
- Successfully presented a case to the case presentation committee
- Completed all dissertation requirements, including an approved proposal and dissertation, approval on the proposal and dissertation evaluation forms
 - Submission of electronic copy of proposal to Director of Academic Administration
 - Submission of one bound copy and one electronic copy of the dissertation to Director of Academic Administration
- No outstanding financial obligations to ICSW. A student must continue to pay tuition until all graduation requirements are met

Program Completion

- Full-time students may complete academic coursework in four calendar years. Full-time students are expected to complete the program, including dissertation, and graduate within ten years of matriculating. Part-time students must complete the program, including dissertation, and graduate within five years of finishing the coursework.
- Students who cannot meet this requirement must request, in writing, an extension of the time requirement and submit it to the Dean. *
- ACP students may complete the academic program in three years. They must complete the program within 5 years from matriculation. Students who do not complete the program within these parameters, and who have not obtained an extension, will be considered withdrawn from the program.

Timeline for Graduation

(these are the suggested latest possible times for ensuring you'll be fully approved in time for graduation)

June Graduation

- November 1: Final dissertation draft to Chair for approval
- November 15: Chair-approved dissertation in for editorial assessment
- January 15: Chair-approved and hearing-ready document to full committee
- March 1: Dissertation approval by full committee*
- May 15th: Submission of electronic (by ICSW editor) and bound copy to ICSW (by student)

January Degree Conferral

- July 1: Final dissertation draft to Chair for approval
- July 15: Chair-approved dissertation in for editorial assessment
- September 15: Chair-approved and hearing-ready document to full committee
- November 1: Dissertation approval by full committee*
- December 15th: Submission of electronic (by ICSW editor) and bound copy to ICSW (by student)

*Prior to the scheduling of the final hearing, the student must have approval of the Director of Academic Administration's Office and the Director of Student Financial Services. All students must have complete academic records and up-to-date accounts.

Graduation Standards – MP

Requirements for Graduation

In order to be certified by the Director of Master's Studies for the Clinical Counseling and Psychotherapy Program as eligible for graduation, a student must have:

- Completed all coursework with a minimum GPA of 3.0
- Successfully completed clinical requirements, which include satisfactory work in a Practicum and Advanced Practicum; evaluations from Practicum and Advanced Practicum Supervisors are in the student's file
- Successfully presented a case to the Case Presentation Committee; a copy of the Case Presentation write up and evaluations are in the student's file
- Successfully completed all Comprehensive Examination requirements
- No outstanding financial obligations to ICSW, including the graduation fee; a student must pay tuition until graduation requirements are met

Program Completion/Time Limits

- Full time students may complete the program in two calendar years. After five years, a course becomes invalid.
- Part time students must complete the program in 3 calendar years.
- Students who cannot meet these requirements must request, in writing, an extension of the time requirement and submit it to the Director of Master's Studies. *

*All extensions must be approved by the Dean. Extensions will last one year each, after which a further extension must be applied for. Further extensions will be granted based upon mutual agreement of progress made in a plan decided created at the time of the initial extension.

Section 6.0

ADMINISTRATIVE POLICIES & PROCEDURES

The policies and procedures listed in this section most directly affect students and faculty.

Collection Policy

Balances on student accounts must be paid in full one week after financial aid has been disbursed; financial aid is typically disbursed on a Monday two weeks into the semester so all accounts should be settled or put onto a payment plan by that Friday. The below highlights ICSW's escalation processes for obtaining funds due on accounts that have not met institutional policies:

- 1) Account must be paid off before graduation
- 2) Payment plans can fall on a 10-month or 12-month basis and must be paid in full by June 30 of the given academic year

Any student that has an outstanding balance with ICSW, or is delinquent in making payments per a previously agreed upon payment plan, cannot do any of the following:

- Register for classes or for CEUs
- Register for consultation in the Clinical Practicum
- Register for consultation in the Research Practicum
- Schedule or hold a Case Presentation
- Schedule or hold a dissertation proposal defense
- Schedule or hold a dissertation defense
- Receive copies of transcripts
- Graduate

Registration

Each student is required to register a minimum of two weeks before the first day of classes of each semester for both coursework and Practicum requirements.

Once registered, it is the student's responsibility to confirm their schedule is correct. All corrections and concerns should be directed to the Director of Academic Administration. Part-time students must have their courses approved by the Director of Academic Administration before they can register.

Tuition Refunds for Withdrawal

Refunds of tuition are authorized after a student has officially withdrawn from the program. Withdrawal requires written notification to the Dean or the Director of the Master's Program by the student.

Refunds of tuition are determined as follows:

- Withdrawal on the first day of the semester - 100% refund
- Withdrawal after the second class has met - 50% refund
- There is no refund following the third class

If a student drops a class but intends to continue with the program, these same rules apply; however, instead of a refund, the student will receive credit towards a future class.

In addition, if you have borrowed student loans for the semester in which the withdrawal takes place, a percentage of your loans will be returned to the lender. For more information regarding the return of Title IV loans, please go to the admissions section of the website and view the Financial Aid Policies and Procedures manual.

Audit of a Class

ICSW students and alumni are eligible to audit any class that is offered within their program, with the instructor's permission. Charges for auditing depend on the status of the person making the request.

Status	Charge
Student	Free
Advanced Student	\$250
Alumni	\$500
Faculty	Free
Other	\$750

Students in a different program may audit any class that is offered with both the Dean's consent and with the instructor's permission. The charge for auditing will be \$750 per class.

Status Changes

Leave of Absence – DP, MP

A student may request a leave of absence from the program when circumstances prohibit continued enrollment. Such requests should be made in writing to the Dean or the Director of the Master's Program explaining the reason for the request. The Dean, in consultation with the Dean or the Director of the Master's Program, decides whether to approve a leave of absence. The maximum time for approved leave status is one year.¹ If a student on-leave does not return after their leave is over, or does not apply and receive permission for an extension, they risk being listed as "withdrawn" from their program. Students considering asking for a Leave of Absence should know, if they are receiving Federal financial aid, that Federal guidelines may require the beginning of repaying outstanding loans during the Leave.

To return to the program, the student must submit a request in writing to Dean or the Director of the Master's Program. The student should not have any outstanding incompletes or unresolved financial obligations to ICSW when requesting a return. The Dean, in consultation with the appropriate Program, decides on the student's request to return.

Tuition paid prior to an approved leave of absence, and not yet utilized, will be held and credited to the student's tuition when he/she returns to the program. During a leave of absence, the student may not continue to receive clinical, independent study, or dissertation consultation begun and paid for prior to the beginning of the leave. The student may not initiate any new consultation or independent studies while on leave.

Advanced students in the Doctoral Program are not ordinarily eligible for leave. Under extreme conditions, a leave may be granted by the Dean, in consultation with the Dean; however, the student

¹ Leave status does not extend the maximum length of time a student may remain in the program from the time he/she first enrolls.

will not be able to continue in any activities related to the program until the student returns to active status.

Changes between Programs – DP

Change to/from Onsite to/from Distance Learning– DP

Doctoral students wishing to change from the Distance Learning program to the Onsite program, or *vice versa*, must obtain the written permission of the Dean, plus complete a “Change of Status” form and submit it to the Director of Academic Administration prior to registration. Students in either program may not take courses in the other program without the written permission of the Dean.

Change to/or from Full-Time to/or from Part-Time Status - AP

Full-time or part-time students wishing to change status must obtain the written permission of the appropriate program director. The director may request written support from any of the student’s instructors or clinical consultants. Students must also fill out a “Change of Status” form and submit it to the Director of Academic Administration and the Director of Communications and Financial Services prior to registration.

Change from Doctoral to ACP Program - DP

Students in the full-time or part-time Doctoral Programs, who are in good academic standing, may request to change to the ACP program. Students should discuss their desire to change educational tracks with their advisor, and then schedule a meeting with the Dean. Permission to change to the ACP program is granted by the Dean following discussion with the Dean. There will be no reimbursement of tuition for credits earned in the Doctoral Studies. Students must also fill out a “Change of Status” form and submit it to the Director of Academic Administration and the Director of Communications and Financial Services.

Change from ACP Program to Doctoral Program - DP

Students wishing to change from the ACP to the Doctoral Program must contact the Dean and complete application procedures. In order to apply credits earned in the ACP Program to the Doctoral Program, the difference in credit hour tuition must be paid. Students must also fill out a “Change of Status” form and submit it to the Director of Academic Administration and the Director of Communications and Financial Services prior to registration.

Returning Students - AP

Students who have taken a Leave of Absence or who have changed their status to Inactive and who wish to complete any academic program may be considered for Active Status by taking the following steps:

- The student must first contact their program director discuss his/her desire to complete the program
- A file review will be conducted with the student to determine outstanding course or Practicum work
- A progression committee meeting may be scheduled to discuss the student’s request
- The student may be required take additional courses or retake key courses depending on the amount of time lapsed and evidence of capacity as reflected in prior and recent work. This includes clinical and research practica.
- The student may be readmitted under a Probationary Status and/or be given timelines for task completion
- All financial obligations to ICSW must be paid in full prior to reactivation of student status

- The Dean must approve the petition to return
- Once approved, students must fill out a “Change of Status” form and submit it to the Director of Academic Administration and the Director of Communications and Financial Services prior to re-enrolling.

Academic Standing – AP

Being in “good academic standing” means that a student is enrolled in courses, is attending classes and earning passing grades, and is not on probation for any reason. See “Good Standing, pg. 35”

Academic Probation – AP

Academic probation will be invoked if:

- a. A student’s cumulative grade point average falls below 3.0
- b. A student receives 2 C’s
 - i. Upon review by the Progression Committee (which determines academic probation), the student may be required to retake one of the courses in which the student received a C. This is to be sure the student has had the chance to learn and more fully master the course material. If the student still remains on probation after one course has been retaken, the other C course may also need to be retaken.
- c. A student demonstrates unsuitability for the program, including but not limited to: ethical violations; academic integrity violations; evidence of difficulties in formulating clinical thinking or in treating clients; failure to demonstrate adequate complexity or depth of thought; unprofessional behavior, etc.
- d. A student is unable over a semester to improve the circumstances that led to that student’s going through a process of Remediation, as specified under Student Progression policies.
- e. A student cannot remain on probation longer than one year. If probationary conditions remain, the student will be referred to progression.

Students on academic probation must work out a plan, submitted to the Dean, to remedy the problem. Students on academic probation may not defend a dissertation proposal or make their case presentations. Students on academic probation must meet with the Director of Academic Administration and receive the Dean’s written permission to register for any courses until they are no longer on academic probation.

Dismissal from the Program – AP

Any student who receives one failing grade for academic coursework will be referred immediately for progression review and may be dismissed from the program. Failing grades in the research or clinical practica will be referred to the Progression Committee for a hearing.

Students have two chances to pass both the Case Presentation and the Qualifying Theory Exam. Failure to pass both will result in dismissal from the program.

Students may be dismissed from the program for violations of ethics or for extreme or un-remediated, unsuitable conduct. Students may also be dismissed if they fail to meet the conditions imposed to lift Academic Probation within one year of being placed on probationary status.

Prior to dismissal, on any grounds, the concerns may be brought to the Progression Committee for discussion and recommendations.

Student Complaint Procedures - AP

Students may make formal complaints regarding any aspect of ICSW program. The complaint process is initiated by a letter from the student to the Dean. The letter should state that this is a formal complaint.

The student should identify the nature of the complaint and as much information regarding it as possible and appropriate. The date, nature and resolution of the complaint will be entered into the ICSW complaint log.

The Dean will respond in writing to the student indicating that the complaint has been received and describing the process by which the complaint will be addressed. Relating to ethical concerns, complaints will be forwarded to the Chair of the Ethics Committee for review. The respondent(s) will be notified of the complaint, provided a written copy, and asked to respond to the complaint in writing.

The Chair assigns a panel to review the complaint, to call witnesses if necessary, and to determine the facts. The panel is composed of three members of the Ethics Committee and two additional faculty members; one chosen by and representing the student and the other chosen by and representing the respondent(s).

Based on the panels review, a formal hearing may be held, the committee may recommend dismissal of the complaint, or may act as a mediation body. If a hearing is conducted, both the complainant and the respondent(s) may choose a faculty member to be added to the panel. The Chair of the panel will set the procedure for the hearing.

A majority vote will rule. If the panel's findings of fact support the complaint, the panel will recommend action. The committee is advisory to the Dean. After the complaint is formally reviewed and discussed by the Dean with the student, the student and the other parties involved in the complaint will be notified of the result in writing. The records associated with the complaint will be locked in the Dean's files.

Formal complaints regarding the Dean should be sent to the Chair of the Board of Trustees.

Informal complaints may be made either in writing or directly to the Dean. The complaint will only be documented if the student decides to make it official. Otherwise, the Dean and the student will agree on any further course of action. Informal complaints about the Dean should be made to the Chair of the Board of Trustees.

Academic and Professional Conduct Violations – AP

Academic Dishonesty

In classroom work, Practicum, Independent Studies, and/or dissertation, the following will be considered incidents of academic dishonesty:

- Representing any work of another person, including materials from the professional literature, as one's own product and achievement
- Misrepresenting interactions with clients in written or oral presentations, representing interactions with clients that did not, in fact, happen, or presentation of any untrue statements in such materials, with the exception of disguising confidential information for the purpose of protecting the client's privacy
- Failing to adhere to the guidelines set forth by the committee on Human Subjects Research in projects conducted in connection with work at ICSW

Procedures for Handling Incidents of Academic Dishonesty/Plagiarism

- The faculty member who suspects academic dishonesty must immediately notify the Dean.
- An assessment of the grounds for suspicion will be made by both the Dean and faculty member.

- If there are substantial grounds, the student's advisor will be notified.
- The student will be informed of the suspicion in a private, in-person discussion between the faculty member and the student as soon as it can be arranged.
- After the discussion, the faculty member, the Dean and the advisor determine if further steps need to be taken to evaluate the suspicion (such as submitting the paper to a third party plagiarism detection service) or if the suspicion is unfounded.
- If the suspicion is unfounded, the faculty member will inform the student of the determination by phone or in person.
- The Dean must approve any steps to be taken to evaluate the suspicion.
- The student will be informed of the steps to be taken and the results of the steps by the Dean.
- If the suspicion is confirmed, the faculty member, advisor and Director will discuss the possible consequences.
- If academic dishonesty is confirmed, the assignment will receive a failing grade.
- Possible consequences for academic dishonesty include failing the course, expulsion and suspension.
- The Progression Committee is responsible for recommending any further consequences to the Dean, who must approve them. The committee will determine who will inform the student of the consequences in person.

All of the steps taken, the results, the committee proceedings, and meetings with the students will be documented by the Dean and placed in the student's file. The student will be informed of the steps to be taken, the results and the consequences in writing by the Director.

Progression Policy – AP

Introduction

The following outlines the policies and procedures for ICSW's progressive response with regard to issues and concerns about students' academic and clinical performance. This response is primarily the responsibility of the Progression Committee, which is chaired by the Dean, and whose members include the Director of the Master's Program, the Dean of Students, and the Director of Academic Administration.

Semester-end Review

After the end of each semester, the Dean and the Director of Academic Administration will review all students' files and transcripts. Students who move into probationary status, or who show lack of progress in the clinical practicum will be notified by email.

Protocol for Referring to the Progression Committee

When a member of the faculty becomes concerned about a student's performance (whether in the role of instructor, consultant, dissertation chair, or dissertation committee member), that faculty member is required to contact the Dean in writing.

Upon receipt of the referral, the Dean shall determine how to respond. All responses will be documented and placed in the student's permanent file. Performance concerns may include issues such as: concerns about the student's classroom behavior; interpersonal difficulties among cohort members or between instructors and students; decreased attendance or frequent late attendance; dropping

grades or consistently poor grades; difficulty either in understanding or communicating clinical or academic material, etc.

Issues that automatically trigger both academic probation status (see “Academic Probation,” p. 42) and students’ referral to the Progression Committee are:

- Cumulative grade point average falls below 3.0
- More than one “C” letter grade
- Failing a course
- Failing a Practicum requirement
- Demonstrated unsuitability for the program, including but not limited to: ethical violations; academic integrity violations; evidence of difficulties in formulating clinical thinking or in treating clients; failure to demonstrate adequate complexity or depth of thought; unprofessional behavior, etc.

After receiving the referral in writing, the Dean will consult with the referred student’s academic adviser and/or FCC and (In the event that the Dean is also the student’s adviser or FCC, the Dean and/or adviser/FCC will serve in the remedial role.) Next the Dean will meet with the referred student about the issues and concerns expressed. Depending on the level of the concern, in the role of Progression Committee Chair, the Dean may follow one of two models of progressive intervention:

1. Remediation

- The Dean will meet with the student and present the concerns/issues that have been identified, and will ask the student for her/his perspective.
- Then the Dean shall then draft a plan comprising the steps that the student must take, how those steps will be monitored, and who has responsibility for completing each step.
- The student shall sign the plan, which will be placed in his/her file. The Student has the right to appeal this plan to the Progression Committee.
- The Dean may be in contact with the student twice during each semester to review progress, obtain input from the students’ instructors about the student’s progress twice during each semester, and may require additional meetings with or other forms of communication with the student to monitor the student’s progress. All contacts will be documented and kept in the student’s file.
- The student’s failure to follow through on this plan will result in the student’s being moved to the next level of Progression, which is the holding of a Student Progression Hearing.
- Regardless of whether or not the student follows the plan, the student will be moved to the next level of Progression should the specified concerns fail to be remedied.

2. Student Progression Hearing

If the student’s performance in the program is deemed deficient (including, but not limited to, having received more than one C as a course grade, etc.), including circumstances in which either or both levels of student progression monitoring have been unsuccessful in helping the student to remedy the identified deficiencies, the Dean will refer the case to the Progression Committee, which shall hold a Progression Hearing, to be chaired by the Dean. The hearing will require the attendance of the student in question, plus either that student’s academic adviser (if the issue relates to coursework) or the student’s adviser or (FCC) (if the issue relates to the Clinical Practicum), plus the Dean, the Director of the program involved, and Dean of Students. The student may invite any relevant party to the

Progression Hearing. At least one week in advance of this hearing, the student shall write a response to the referral, outlining the student's view of the difficulty and provide documentation for these assertions. The goal of this hearing will be to present the administration's concerns, and determine whether the concerns can be remedied, or, if it deems that no reasonable remedy is possible, whether the student's enrollment status shall be changed.

The outcome of the Student Progression Hearing may fall into one of two categories:

1. *Consultation and Remediation*: the Progression Committee shall assess the student's performance, and, if it determines that remediation is possible and desirable, the Progression Committee shall develop a remediation plan. The plan shall be presented to the student, her/his academic adviser or FCC, and the Chair of the Progression Committee for signature. All parties must sign this plan with 10 days of the date specified on the plan. The Progression Committee shall determine, as part of the hearing's outcome, a date by which to evaluate the student's progress remedying the deficiencies that have been identified.
2. *Status Disposition*: The student's performance and remedial actions shall be formally assessed by the Progression Committee, which shall determine the student's status at ICSW. The outcome of the hearing shall include: extending, altering and monitoring academic probation, intermittence from the program, or dismissal from the program. Please see the "Academic Probation" and "Dismissal from the Program" sections in the Policies and Procedures Manual, on pp. 42.

The student has the right to appeal the decision of the Progression Committee to the Dean for the following reasons:

1. The student has documented reason to believe that the progression process outlined above has not been followed.
2. The process itself was conducted in a prejudicial or unfairly biased manner.
3. The process was based upon factual errors.

The student must appeal the decision of the Progression Committee by the end of the semester following the Committee's decision.

The Dean shall review the student's file and then meet with the student, who at that time will present her/his case. The decision of the Dean shall be considered final.

Violation of Ethics Codes

Any doctoral student found guilty of a violation of the National or State Association of Social Workers or Illinois Society of Clinical Social Workers Codes of Ethics by the appropriate professional body or of any conduct which violates any commonly recognized or generally accepted professional standard of the profession, shall be subject to dismissal from ICSW's program. The same will be true of any master's student found guilty of a violation of the American Counseling Association Code of Ethics, or of any conduct which violates any commonly recognized or generally accepted professional standard of the profession.

Violations of Laws

Any student charged with fraud or malpractice under local, state, or federal laws for conduct related to social work employment or practice (or charged with a felony or more serious offense) may be given a leave of absence without prejudice until there is an official ruling on the charges.

Violations Procedures

The following procedures will take effect whenever a student is charged with the violation of any of the areas of professional conduct:

- The student will first discuss the matter directly with the person(s) involved and attempt a resolution. The student's advisor and the Dean must be notified of any charges.
- The matter will be referred to the Progression Committee for review and recommendations. The student, the student's advisor, and the Dean must be notified in writing of the recommendations.
- Should the matter still not be resolved, the student may request a review by the Dean. The Dean will meet with all parties involved and will make a recommendation. These meetings shall be recorded for future reference. Copies of these recordings will be forwarded to all parties involved.
- Should the matter not be satisfactorily resolved, the student may file a grievance with the Dean.
 - Grievance procedures:*
 - Upon receipt of a written statement indicating the grounds for a grievance, the Dean will, within 30 days, appoint a three-person panel to hear the complaint. The composition of this panel shall be as follows: One person will be selected by the Dean, one person by the student, and the third, who is to chair the panel, will be named by the other two members of the panel. The members of the panel will be selected from within the faculty and/or student body of ICSW. The panel will review all relevant documents and minutes of prior meetings on the matter and will then conduct a hearing. The first hearing is to be held no later than 45 days from the time the panel has been fully constituted. Hearings shall be recorded.
 - The student shall have the right to appear before the panel and to present his/her case.
 - At the conclusion of the hearing(s), the committee will prepare a written statement with its recommendation to be submitted to the Dean within 30 calendar days from the conclusion of the hearings. The recommendations of the panel shall be binding on the parties involved.
 - Upon receipt of the recommendation, the Dean will notify the student in a timely fashion of the panel's action.

PROGRAM COMPONENTS

Program Components - DP

Curriculum

The Doctoral Program curriculum is organized into Sequences: 1) Clinical, 2) the Clinical Practicum, and 3) Research. 4) Conceptual Foundations

Conceptual Foundations Sequence

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self psychology, and relational theory in both their classic forms and contemporary elaborations.
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development.
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena.
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions.
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

Clinical Sequence

1. Master a practice framework derived from a psychoanalytic model of the mind and learn to apply the resulting clinical theories and techniques to address the client's needs as assessed by a diagnostic phase based on an accurate understanding of the client's development, psychodynamics, current life situation and motivation.
2. Develop the 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. Promote the ability to use a psychoanalytic model of the mind and its related clinical techniques to engage the client in a meaningful clinical process, the results of which may include symptom relief and structural change.
4. Develop knowledge of the ways in which all dimensions of diversity are present in our culture, and demonstrate the capacity to translate this understanding to the clinical situation.
5. Develop the ability to describe clearly the client and the process of therapy, both verbally and in writing.

Research Sequence

Develop the student's capacity to rigorously and ethically conceptualize and critically examine problems/issues relevant to clinical social work, and to conduct and defend an original project of scholarly research.

Research Curriculum

1. Develop knowledge of epistemology, or the philosophy of knowledge, as it shapes human inquiry and its various interpretive perspectives.

2. Deepen ability to develop a research question, and to evaluate its location within a broader epistemological context.
3. Deepen ability to consume, read, and evaluate research.
4. Enhance awareness of ethics and embedded values in conducting social work research.
5. Develop differential knowledge of qualitative, quantitative, and integrative approaches to research problems, and uses and analyses of data.
6. Engage a thoughtful analysis of data and discuss the embeddedness of that analysis within the traditions of a particular discourse of social explanation.
7. Gain understanding of the rationale, limitations, utilization, and interpretation of selected techniques of social research

Research Practicum

1. Develop a meaningful research question with the ability to critically examine the issue within an epistemological frame.
2. Develop a rigorous methodology coherent with the question with an ability to locate the chosen method within an epistemological frame.
3. Develop use of media and library resources for shaping research project.
4. Develop research skills and techniques, including problem formulation, research design, interviewing, data analysis, and writing.
5. Identify the context of the question and methodology in the corpus of relevant clinical and research literature.
6. Develop a rigorous, comprehensive, ethical, dissertation proposal that will contribute to clinical social work knowledge.
7. Write, present and defend a scholarly dissertation.

Clinical Practicum - DP

Administrative Oversight: The Chair of the Clinical Practicum shall oversee the Clinical Practicum for all students.

The Clinical Practicum, along with classroom learning, 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. It is important that students' learning is cross-fertilized between the Practicum and the classroom. Students are therefore encouraged to raise questions with their clinical consultants about ideas learned in the classroom, and vice-versa. To make maximum use of this process, students must keep pace in the Practicum with the suggested sequence and timing of academic coursework.

The Clinical Practicum is designed as a course, and runs September through August, with write ups, evaluations, and grades due by the end of September of each year for the prior year's consultations. A failing grade in any practicum consultation will, like a failing grade in a course, result in a referral to the student progression committee, and may eventuate in dismissal from the program.

Students should understand that all consultants work differently, and this may be reflected in different styles, expectations, and theoretical/clinical perspectives. This is a strength of the Practicum, and an opportunity for varied learning experiences.

Students are expected to have a caseload upon matriculation. If at any point during the four years of clinical practicum a student loses their caseload, or is unable to carry cases conducive to learning, the student will be referred to the progression committee, and may be placed on academic leave until the situation is remedied.

IF A STUDENT TERMINATES A CONSULTATION, THE STUDENT MUST CONTACT THE PRACTICUM CHAIR IMMEDIATELY. A terminated consultation may result in a progression review.

Progression through the Clinical Practicum: General Guidelines

- First Treatment Case/Consultation: The first case consultation is done with the student's assigned advisor.
 - A case consultation is not considered complete until reports and write-ups are approved by the consultant and turned into the Director of Academic Administration along with an evaluation by the consultant and a grade. Consultations are graded Pass/Fail. If the consultation isn't completed by year's end, the student will receive an Incomplete grade until the end of Fall semester, at which point a grade is due, or the student will automatically fail the consultation.
 - Students may not, under any condition, use the same case twice for two treatment consultations. Students should not bring into consultation cases they have explored in depth in case conference classes, or have written up in depth prior to the consultation. Students in general may not reuse clinical writing. Any exceptions must be discussed with the Clinical Practicum Chair.
 - Case Presentation: Prior to scheduling their Case Presentations, students must:
 - Complete and pass three years of case consultation (CP I, II, and III).
 - Complete a treatment case write up of no more than 20 pages that is approved by the Chair of the Clinical Practicum. The write up must conform to the outline in the Manual.
 - Have a file that is completely current (all students at this phase should arrange a formal file review with the Director of Academic Administration). The Chair of the Clinical Practicum will check with the Director of Academic Administration the status of the student's file prior to assigning a panel Chair.

 - All clients for cases must be seen at least weekly. Students are encouraged to see their clients for extended periods of time (e.g., more than a year). All students are encouraged to have treatment experiences in which clients are seen at a frequency of two or more sessions per week; however, there is flexibility for more varied clinical experiences. The requirement for treatment consultation is organized around the time spent with each consultant rather than the time spent with each case.
 - Frequency of consultation is every other week. Hours added to consultation more frequent than every other week will not be counted toward consultation hours.²
 - Students need to work with four different consultants: two for one-year consultations, and two for two-year consultations. The expectation is that this total of six years of consultations needs to be completed during four years of coursework.
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For students who matriculated prior to 2014, see Appendix for requirements

Progression through the Clinical Practicum after 2014:

- Students will complete 6 years of clinical practicum with 4 different consultants within their 4 years of coursework. All consultations must occur every other week. Meeting weekly with a consultation is not permitted. Final evaluations, write ups, and grades are due by the end of September of each year for the prior year's practica. The progression through the Clinical Practicum will occur in the following sequence:

First Year	Consultant A
Second Year	Consultants A and B
Third Year	Consultants B and C
Fourth Year	Consultant D

- **First Clinical Practicum:** Students will work with an assigned advisor to complete the 1st year of clinical practicum
- **Following Clinical Practicum:** Students will work with ICSW approved consultants (see Consultant Directory available online) to complete the rest of their clinical practicum
- **Clinical Meetings:** Each clinical consultation will meet from September to August for a total of 22 meetings over that time period. A student will meet with 2 of their 4 consultants for a total of 44 meetings. Students and consultants will be responsible for determining whether they will meet for a total of 22 or 44 times. Meetings will be tracked through Time2Track. Meetings must be approved by consultants.
- **Completion of Consultations:** Students are expected to complete their clinical Consultations within the 4 years of coursework. If a student is unable to maintain this schedule, they must work with the Dean to create an alternate plan before the end of the 4 years of course work.
- **Case Presentation: this occurs during the third year** see details beginning on pg. 55
- **Issues:** If a student experiences any issues with a consultant approving or turning in paperwork or write-ups, they must contact the Director of Academic Administration immediately. If a consultant experiences any issues with a student missing meetings or otherwise, they must contact the Chair of the Clinical Practicum immediately.
 - All clients for cases must be seen at least weekly. Students are encouraged to see their clients for extended periods of time (e.g., more than a year). All students are encouraged to have treatment experiences in which clients are seen at a frequency of two or more sessions per week; however, there is flexibility for more varied clinical experiences. The requirement for treatment consultation is organized around the time spent with each consultant rather than the time spent with each case.
 - Frequency of consultation is every other week. Hours added to consultation more frequent than every other week will not be counted toward consultation hours.³
 - Students need to work with four different consultants: two for one-year consultations, and two for two-year consultations. The expectation is that this total of six years of consultations needs to be completed during four years of coursework. Students who do not complete the Clinical Practicum during four years will risk losing status as full-time

³ Effective September 15, 2015

students and may need to begin paying back any financial aid loans. Below is the strongly recommended schedule.

Source of Cases

Since all students are expected to be in practice while in the program, clinical cases are taken from the student's own practice setting. When a student is in private practice, that student carries full administrative and clinical responsibility for the case. When a client is seen within an agency setting or clinic, that institution maintains clinical and administrative responsibility for the case while ICSW provides clinical consultation for educational purposes. It is the responsibility of the student to obtain permission from his or her agency to use cases in clinical instruction with ICSW's faculty.

Consultants

All consultants are members of ICSW's full faculty. Students are assigned the initial case consultant, who is the student's advisor, prior to the start of classes. After the first Treatment Consultation assignment, students must choose consultants from the roster of approved consultation faculty (the Approved Faculty and Consultant Directory on our website) unless otherwise indicated by the Student Progression Committee or the Clinical Presentation Panel. If this occurs, the student's advisor will discuss the plan with the student.

Responsibilities of students in consultation

It is the obligation of students, when working with consultants in the clinical practicum:

- To come to each appointment prepared.
- To maintain a regular meeting schedule.
- To act in accordance with professional ethics.
- To provide appropriate notice of the need to cancel or re-schedule consultations.
- To keep track of all hours and dates of consultation meetings, submitted on Time to Track.
- To submit all write ups and clinical reports during the consultation period
- To be the agent of one's own learning

Requesting Changes in Practicum Requirements

All requests must be discussed first between the student and the student's advisor. When considering requests for a change from the usual requirements, the consultant will review the student's current standing in the program, learning needs, and professional development and experience up to the time of the request. Upon approval of the change, the student will contact the Clinical Practicum Chair for formal approval. The approved change should be indicated in writing and added to the student's record by the Director of Academic Administration.

The First Consultation Experience

Students are assigned their first consultant, and that first consultant serves as that student's advisor until the student selects a dissertation chair. Meetings with the advisor/first consultant should begin immediately in the first semester and should occur every other week. At the end of the consultation, the student submits a clinical write-up. The consultant is responsible for completing a full evaluation and signing the student's write-up, plus assigning a final grade of either "Pass" or "Fail."

Even after no longer working as a consultant with a student, the student's advisor maintains a role with the student as he/she progresses through the program. The advisor monitors the student's learning in the Clinical Practicum by meeting with the student at least each semester to review and to discuss the student's experience. The advisor is also available as a mentor to the student to assist in the many issues that arise during the time that the student is at ICSW. This is meant as a facilitative, supportive relationship experience. Once a student's dissertation proposal is approved, the student's dissertation chair becomes the student's advisor.

Consultant Reports

Evaluations are an essential part of the consultative learning process. It is assumed that the student and consultant discuss the progress of the work in detail before the consultant writes and signs an evaluation report. The evaluations should be given to the Director of Academic Administration for filing in the student's record. Progress reports are to be turned into the Director of Academic Administration at the end of each consultative year. Evaluation forms for treatment consultations/cases must be completed in full, with appropriate write-ups, at the end of each year of consultation. Links to all evaluation forms are available in the appendix and can be found on the ICSW website.

Case Presentation

Summary:

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, keeping in mind the Clinical Practicum objectives. The student's written evaluations and treatment reports, contained in the Clinical Portfolio, will be reviewed by the panel prior to the Case Presentation. 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 standards. For a full description of the philosophy of the Case Presentation processes see Clinical Presentation Outline (available in the appendix).

Definition of "Case" in the ICSW Case Presentation

The Case Presentation is intended to evaluate the student's clinical learning and identify areas of strength and areas in which enhanced work needs to be done. 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.

Policy:

The Case Presentation takes place before the fourth Treatment Consultation or following the completion of the 120th consultation meeting for students matriculating prior to 2014, or after 3 years worth of clinical consultation for students matriculating in or after 2014. The case presented must

involve a client used to meet Clinical Practicum requirements.⁴ The presentation may not take place without a review of the student's file to ensure all Treatment Consultation documentation and evaluations are present followed by consent from the Dean or Dean, indicating that all requirements have been met:

- Complete and pass the Clinical Practicum Learning Tutorial
- Complete and pass at least three sets of Case Studies
- Complete and pass at least two Treatment Cases and have a third Treatment Case well underway

The Case Presentation is made to a panel of faculty, including:

- A chair (either the Clinical Practicum Chair or a designate)
- Two members of the full Faculty
- The student's consultant

The consultant on the case also attends. The role of the consultant and Advisor in the Case Presentation is to serve as an adviser to the panel. Two of the three panel members must agree on a recommendation. Other students and faculty may be present if the student wishes to invite them. The chair is responsible for arranging a mutually acceptable time for the presentation and for posting this information for ICSW faculty and student body. The panel reviews the student's current Treatment Consultations and may make suggestions regarding the fourth Treatment Consultation.

Procedures for Preparing and Conducting a Case Presentation

The following steps are required prior to the Case Presentation:

- The student should utilize the consultant and, if so desired, other faculty members, for help in preparing for the presentation. The student and his/her case consultant concur that a particular case is appropriate to be used for the Case Presentation and that the write up and accompanying process recording (see Case Presentation Outline in the appendix) are in final draft form and approved by the consultant. The write-up should be no longer than 20 pages long, should conform to the Case Presentation Outline and should be accompanied by a process recording of a session or two.
- The student formally requests a hearing by forwarding the write-up to the Clinical Practicum Chair. **The case must per submitted to the Clinical Practicum Chair for presentation within one year of completion of the consultation.**
- The student must also request a release from the Director of Academic Administration indicating that all records are up to date, requirements are met, and that the student is in good financial standing with ICSW before a hearing can be scheduled. A student who has not completed requisite Clinical Practicum work (including completion or ongoing satisfactory work with two Treatment Consultations) or who is not in good academic standing, may not hold a Case Presentation. The Clinical Practicum Chair is notified about the status of the file.

⁴ After the completion of a Treatment Consultation or Clinical Practicum, that consultation may be used for a Clinical Case Presentation a maximum of two years later. Requests for exceptions to this policy must be made to the Clinical Practicum Chair.

- The Clinical Practicum Chair approves the case write up for form compliance and basic writing standards. The Clinical Practicum Chair assigns a Case Presentation Chair.
- The Case Presentation Chair then selects a panel, schedules the Case Presentation, and notifies the student, the members of the panel, and the consultant of the date and time of the presentation. If the hearing is to be held at ICSW, a room must be reserved with the Director of Academic Administration two weeks in advance of the hearing and must be held during business hours. The student should expect that it will take up to six weeks to schedule the presentation.
- The student is responsible for delivering the appropriate materials to the panel members at least two weeks prior to the presentation date.

Panel Expectations:

Each student's Case Presentation Panel is staffed by different faculty members; therefore, no two Panels will function in exactly the same way. However, there is uniformity outlined here.

Each Case Presentation will last for an hour and a half to two hours and should include some formal presentation by the student with ample time left for free discussion.

It is the Panel chair's responsibility to structure the meeting, to provide evaluation forms to the Panel members (the student's consultant does not receive one), to notify the appropriate faculty of the outcome of the presentation, and to place the evaluations into the student's folder.

Process Recording:

Students are required to include a process recording of either a single session or two parts of successive sessions in the write up of the case. The write up should be written in consultation with the clinical instructor on the case. The process recording should demonstrate a significant piece of work with the client. This process recording may be used during the Case Presentation to provide actual session material for the student and the panel to work with directly.

Process Presentation:

Students are expected to demonstrate clinical competence through the presentation of clinical process with the selected case and to participate in a discussion of that treatment process, including a discussion of the learning issues mobilized for the student in his/her work with the case.

The Case Presentation:

The Case Presentation is the student's opportunity to report and convey his or her understanding of how his/her clinical learning has progressed in the program and his/her understanding of a case, treatment process, and ability to work with and discuss clinical material. Flexibility is allowed in how these components are conveyed.

However, with respect to case material, the following must be included:

- ✓ identifying data
- ✓ presenting complaint
- ✓ relevant history
- ✓ diagnostic summary
- ✓ psychodynamic formulation
- ✓ overview of the development of the treatment

- ✓ a summary of major clinical issues and manifestations of transference and counter-transference

The student should work closely with the consultant in preparing the documents for the presentation. Thought should be given to the unique characteristics of the case to be presented and how the student can best convey his or her evolving understanding of the client and the treatment process. Following the presentation, the panel discusses the presentation in dialogue with the student.

At the time of the presentation, it is the responsibility of the panel to review the student's treatment cases regarding their representation of a broad diagnostic spectrum, and to recommend specific directions to the student for subsequent cases when indicated. The Clinical Practicum Chair may be consulted regarding any recommendations.

Following the presentation, the student is excused from the proceedings while the faculty panel, along with the student's clinical instructor, discusses and evaluates the presentation. Panel members submit written comments and their vote on the student's readiness to progress in the Practicum. The panel's recommendation must represent a majority of the panel members in attendance. The student's consultant does not vote. The consultant's role is primarily to help the panel in its discussion of the student's clinical work and clinical thinking. The panel's findings are shared with the student following its discussion.

Recommendations may include:

- Approval of the student's progression in the Clinical Practicum case without conditions
- Approval of the student's progression with conditions
- Deferral of the student's progression with specific requirements for remedial work, which may incur student expense, to be completed prior to returning to the committee for another clinical presentation. The remedial work may include one or more of the following:
 - A special focus in the next case
 - Assignment of an extra case requirement
 - An independent study in the area needing remediation
 - Consultation with a particular faculty member in a special area of expertise
 - Attention to problems of counter-transference (possibly including a suggestion that the student seek personal treatment)
 - Other appropriate recommendations
- Failure of the student's presentation and referral to the Progression Committee

The decision and recommendations are written and shared with the student and placed in the student's record. Copies are submitted also to the student's advisor and to the Clinical Practicum Chair.

If the recommendations include specific remediation, the chair of the panel may, in consultation with the student's advisor, appoint an appropriate faculty member to work with the student.

If the student is required to make a second Case Presentation, the same procedures apply as in the first presentation. If the student fails to obtain approval for progression following a second presentation, the matter will be referred to the Progression Committee for a review and further action.

Standards for Case Presentation:

- The Panel will examine the development of the student's capacity to function professionally with a client through the effective and creative use of a therapeutically informed and aware self

in relationship with the client. This capacity is the educationally expected outcome of the clinical instruction provided to the student within the Clinical Practicum.

- The Panel will examine the student's academic capacity to conceptualize, write about, and discuss the therapeutic process as well as concepts related to development, psychopathology and technique that informed the treatment process.
- Students are free to present their case from whatever perspectives, ideas and models which are clinically useful to them but conceptualizations presented throughout their training within the curriculum will be of particular interest. The Panel aims to revisit the clinical process to better understand the student's comprehension of the client and the impact of the client on the student's professional self-experience. The Panel also aims to understand the critical thinking used by the student in selecting theory and technique chosen to treat the client. Though it is not expected that students will know the answer to every question, it is expected that the student will demonstrate the capacity to enter into reflective consideration and discussion of the points raised.

Case Presentation Evaluation

The following criteria guide the panel in their evaluation of the Case Presentation:

Quality of Written Report:

Does the report convey a picture of the client, his/her relevant history and core dynamics, a picture of the client and therapist at work in therapy, and a brief description (to orient the readers) to the clinical theory or theories selected by the student?

Does the report meet ICSW writing and style standards?

Quality of Clinical Thinking:

Does the student demonstrate an expectable ability to use psychodynamic concepts to clarify his/her thinking about clinical work?

Quality of Discussion with Panel During the Case Presentation:

Can the student's verbal presentation, in conjunction with the write-up and process notes, lead to a meaningful discussion with the panel?

Can the student respond openly and thoughtfully to the panel's questions and explore the issues raised by the panel?

Use of Consultation:

Has the student established a productive learning alliance with the consultant?

Qualifying Theory Paper

Purpose

A Qualifying Theory Paper (QTP) will be part of the ICSW assessment of student learning, along with the Dissertation and Case Presentation. Students will work on the Qualifying Theory Paper during their fourth year and will submit it by the end of Spring semester of that year.

The QTP provides a measure of each student's ability to meet the standards of academic scholarship that are consistent with the goals of the Conceptual Foundations Sequence and are consistent with the academic discipline of clinical social work.

In order to submit the Qualifying Theory Paper, students will need to have completed all theory courses, completed the first year of Research Sequence courses, passed their Case Presentations, and have no outstanding financial balance with ICSW.

Format

The qualifying theory document, in the form of a take-home paper, will consist of two essay questions. Students will be asked to respond to these questions within a range of 9-12 pages each. One question asks students to demonstrate their comprehension of basic psychoanalytic concepts and how they relate to one another. A second question will ask students to think more broadly and critically about psychodynamic theory(s) in an epistemologically sound manner. The questions will change each year.

Evaluation Process

An evaluation instrument will be developed by the Conceptual Foundations Chair in consultation with Conceptual Foundations faculty and the Dean. The student must pass the QTP in order to proceed to dissertation proposal hearing. The instrument will evaluate the paper's success at demonstrating that the student has met ICSW's standards for academic scholarship. It will address the degree of conceptual understanding demonstrated, the degree of complexity of thinking, and the quality and clarity of the writing. The dissertation and case presentation evaluation instruments will be guides for developing a consistent instrument for this evaluative process. A panel of faculty will evaluate the papers. The Chair of the Conceptual Foundations Sequence will assign the committee of three members of the sequence.

The student will submit the document to the panel, integrate revisions if necessary, and resubmit until the panel is satisfied. We expect that this process will be iterative and that students will submit the paper more than once. If the student has not passed after the second submission, the Student Progression Committee will be asked to review the student's progress and make recommendations to the Dean regarding the student's future in the program.

Student Support

Each student will be assigned a member of the CF faculty for consultation on and preparation for the QTP. This assignment will occur in the student's first year. It will be the student's responsibility to make use of this consultant as needed through the four years of the program.

In addition, each student will have available a seminar which will meet at least annually that focuses on scholarly writing and presenting.

Research Practicum and Dissertation Procedures

The Research Practicum includes the following activities, designed to facilitate completion of a dissertation:

- Ongoing consultation with a dissertation committee
- A dissertation proposal hearing
- Defense of a final dissertation document

Faculty Consultation and Development of the Dissertation Project

Students are approved to begin consultation on the development of their dissertation projects in the second semester of their third year following successful completion of Methods I, II, and III. At this point students may consult with various faculty who possess expertise in areas of relevance to the student's project ideas. By the end of the fourth year, students should, through the process of these consultations, have selected a Chair who will guide them through the early development of a research project and the selection of a full committee. The student's advisor, research faculty, and the Research Chair may be contacted for advice and recommendations for choosing a dissertation Chair. All Chairs must be approved by ICSW using the appropriate form signed by the Dean, Chair of Research, and Dean. Exceptions to the policy of starting the proposal process in the third year are approved only rarely and require an appeal to the Chair of Research and the Dean.

Proposal and Dissertation Process

Every student is encouraged to select and develop a dissertation topic by the fourth year of study. The development of the dissertation plan is a continuing process of focus and refinement until a dissertation proposal is developed to the satisfaction of the student and dissertation committee. The student is encouraged to confer with any faculty member during every phase of the process, but should choose a working committee by the end of the fourth year. Opportunities to explore topics and strategies through seminars and other educational experiences, in ICSW and at other educational institutions, will be encouraged.

Student Responsibilities

Credit for Research Practicum: To receive credit for research consultations, all paperwork, including required write-ups and evaluation forms, must be completed and submitted before the end of the semester following the completion of consultation. It is up to the student and consultant to keep track of submitting the required documents.

- Documents are to be submitted in a timely manner that allows for a thorough review by the Research Practicum Chair, IRB committee, dissertation committee members and readers.
- Follow-through on all recommendations is required by the committee.
- Adhere to guidelines in the Research Manual, Style Manual, and IRB Manual.
- Submit Dissertation Progress Reports each semester when requested.
- Documents are to be legible copies adhering to publication guidelines; drafts or draft quality documents are not acceptable.
- As part of their tuition, a student is permitted a certain amount of contact (to be determined) with members of the Dissertation Committee. After exceeding that total of instruction hours with the committee, the student will be billed for the additional time at the rate of \$50 following approval of the Dean.
- All students conducting dissertation research must become CITI certified.

Dissertation Committee

All students are expected to secure a dissertation chair by the end of their fourth year of classes and no sooner than the end of the third year. All Chairs must be approved; the student must submit a Chair

Approval Form to the Director of Academic Administration, as well as a Committee Approval Form once the committee members have been selected.

The student may request that an individual from another equivalent academic institution be approved to serve on the committee when that individual has the expertise necessary for the dissertation work. Such exception requires permissions of the Chair, the Research Coordinator, and the Dean, and will be approved only when equivalent expertise is not available on ICSW's faculty.

The Research Practicum Chair, student's advisor, and research faculty may assist the student to identify faculty members who qualify to serve as dissertation committee members and who have expertise in the particular subject matter or research design areas relevant to the student's topic.

Composition of the Dissertation Committee and Member Roles

The dissertation Committee is comprised of the Chair and two members. The chair and one other member of the committee must have a Ph.D. The Chair must be designated as a Research Faculty (see Consultant's Directory). The committee represents ICSW faculty scholars.

The Dissertation Committee

The student chooses the dissertation committee within the parameters described here. The student chooses one reader, and ICSW designates the second reader based on the research topic, method, and composition of the committee as requested by the student. All dissertation committees must be approved by the Chair of the Research Sequence prior to the proposal hearing, and must be comprised as follows:

1. Two PhD's on core committee
2. At least one designated research faculty (see below), who can serve as Chair
3. At least one member, the Methodologist, who is able to guide and help implement a creditable and established research methodology. The Methodologist can, and is encouraged to be, the Chair.
4. Two readers, who offer a "fresh pair of eyes" on the document. Readers are not part of the ongoing consultations on the student's work, but enter the process to review the final proposal draft and final dissertation draft prior to the hearings. Again, one reader is assigned by ICSW.
5. Entire committee, including readers, must have full faculty status.

All exceptions must be approved by Chair of Research and Dean prior to the proposal hearing, and will only be allowed when a particular needed area of knowledge is unavailable on ICSW's faculty.

The Dissertation Chair

All dissertation committee Chairs must be approved as "designated research faculty." Requirements for this designation are:

1. Must have a PhD
2. Must have participated on a minimum of 3 Committees at ICSW (as full committee member, not reader)
3. Must have at least one professional publication or presentation at a major conference
4. Must have completed CITI training.
5. Must have substantive knowledge of research methodologies
6. Must have full faculty status

ICSW maintains a list of approved research Chairs. Students are free to ask any approved Chair to guide their dissertation work. If a faculty member wishes to apply for approval, he/she should contact the Chair of Research and Dean to make application.

Any exceptions must be approved by the Chair of the Research Sequence and Dean, and will only be allowed when there is no available approved Chair.

The Chair has responsibility for:

- Convening all team meetings of the committee and student
- Confirming acceptance of the proposed research by the IRB review committee prior to proposal hearing
- General overview of the dissertation research process
- Adherence to research plan as accepted by the committee
- Ethical conduct of the research
- Chairing the proposal and dissertation hearing
- Addressing concerns that arise among the committee members and the student
- Assuring that any concerns/changes recommended by committee members are in the final document
- Helping the student work with committee members as concerns/changes are addressed
- Adherence to ICSW policy as outlined in the *Policies and Procedures Manual* and the *IRB Manual*

Members serve as additional resources to the student representing various areas of expertise relevant to the project. The student is to keep members of the committee apprised of progress of the research, consult as needed, and submit drafts of the evolving document as appropriate.

Changes in Committee Composition

A student may request changes in the composition of the dissertation committee. This should be done in consultation with the committee Chair. A request should be made by both parties to the Chair of the Research Sequence, who will make the final decision in consultation with the Dean and all parties involved. Changes will be approved only after reasonable efforts to resolve problems have been made by all parties.

Only under extreme circumstances may a student request a change in committee Chair. The Chair of the Research Sequence should be consulted about such a request only after the student and committee Chair have exhausted other means to resolve differences. The Chair of the Research Sequence will make the final decision in consultation with the Academic Dean and all parties involved.

Institutional Review Board (IRB)

All research conducted under the auspices of ICSW must first be submitted to and approved by the IRB committee. This includes student dissertation research, any research conducted as part of class instruction, research by faculty or staff and outside submission.

Once the student's final dissertation proposal is complete (usually completed as part of the fourth Independent Study with the selected dissertation chair and reviewed by the dissertation committee), the student must submit a complete application to the Institutional Review Board, which reviews all ICSW sponsored research involving human subjects.

The IRB outline for the proposal and the protocol for submitting it must be followed. The outline and protocol are located on the website under Academic Resources. This should not be done until the proposal document is complete, as the IRB can request to see the entire document. The IRB must approve the proposed research as meeting standards for protection of human subjects prior to proceeding with any dissertation research activity.

Dissertation Process - DP

Committees are comprised of five members (effective June 1, 2015): The Core Committee includes a Chairperson and two formal members. The Full Committee includes the Core Committee plus two readers. The students chooses all core members of the committee and one reader, according to the specification outlined in the Manual for committee selection. The second reader is assigned by ICSW's Chair of Research. All members of the Full Committee have a vote on the committee. All Chairs and committees must be approved prior to the student's proposal hearing (see requirements for the selection of the Chair). The process as described below was effective June 1, 2015 for all students who had not passed their proposal hearing by that date. The editorial review process will be effective March 1, 2017 for those students who have not yet done their final dissertation defense. Students defending their final projects between March 1, 2016 and March 1, 2017 and who are graduating in June 2017 will be exempt from the editorial requirement.

The dissertation process unfolds in the following stepwise format:

1. Student chooses a Chair and in conjunction with the Chair chooses the other two members of the Core Committee and one reader. This will typically happen in the fourth year of the student's academic work. Once consolidated the student submits the Dissertation Chair form and the Dissertation Committee form to the Director of Academic Administration for approval. At this point ICSW's Chair of Research will assign a second reader to the committee.
2. Once a full committee has been approved (signed by Dean and Chair of Research) the student and committee (minus readers) will meet as a team in order to discuss a plan, roles (e.g., literature review, methodology), and ways of proceeding. The Chair of the committee will convene this meeting, and will be responsible for keeping a record of what is decided. The Chair will submit notice (via form sent by email) of this meeting to the Director of Academic Administration.
3. Readers are considered members of the Full Committee, and enter the process on two occasions: 1) prior to the proposal hearing; 2) prior to the final defense. Readers should be considered "a pair of fresh eyes," and though not part of the draft and response system, they are voting members at both the proposal hearing and final defense hearing.
4. The Chair calls the proposal hearing. No hearing should be held without dialogue between the Chair and rest of the team affirming the readiness of the document for a hearing. The proposal hearing must be approved by the Director of Academic Administration prior to scheduling in order to ensure that all ICSW requirements are met for holding the hearing. It is the student's responsibility to attain written approval from the Director of Academic Administration, after which the Chair may work with the Full Committee to schedule the hearing. It is the responsibility of the Chair to inform the Director of Academic Administration of the date and time of the hearing.
5. In addition to regular meetings/consultations between the student and members of the Core Committee, the student and Core Committee (minus readers) must meet annually (in person or by webcam) following the approval of the proposal and until the final defense. The student must be prepared to provide updates about the research at this time. The Chair is responsible

for convening the meeting, and for giving notice (via appropriate form) to the Director of Academic Administration that it has occurred.

6. The final dissertation defense must be held within four years of the proposal approval in order to prevent the aging of data. If this deadline passes, the student will need to recollect data and possibly resubmit the proposal for another IRB review and hearing. This decision will up to the dissertation committee and Chair of Research.
7. Once the student has a final dissertation draft ready for review, it is sent to the Chair for approval. Students should allow for 3-4 weeks for this review. The Chair must provide feedback during that time frame.
8. Once fully approved by the Chair (as this process is iterative, there is likely to be a back and forth with revisions), the document goes into an editorial review process with someone contracted by ICSW (for style, writing, and organization). It is the student's responsibility to send their document to the assigned editor. The student should allow up to one month for this review. The reviewer will provide to the student and Chair a written assessment of the document and editorial recommendations. The assessment must be sent to the Director of Academic Administration for the student's file. It is up to the Chair, in conversation with the student, to determine which recommendations to implement. If grammar editing is required by the Chair in response to recommendations by the editor, the student will hire and pay for that editing. Any revisions to the document at this point will add time to the dissertation process.
9. Once the Chair gives final approval to the document, the student sends out the document to the other two core committee members. The student should meet with the committee members for feedback and make appropriate changes under the guidance of the Chair. It is also possible (depending on the Chair's direction) that all feedback from the core committee will be given directly to the Chair.
10. Once all three members of the committee concur that the document is ready for defense, the student sends the document out to the readers. The final document must be copied and loose bound for all members of the hearing, and shipped to the address of their choosing. If a committee member prefers an electronic copy of the document, it will not be necessary to bind and ship in this case. The student should plan for the committee to have the final document for up to one month prior to the final hearing. The committee must provide feedback to the student during that time.
11. The student must receive ICSW approval from the Director of Academic Administration to schedule the hearing. It is the student's responsibility to schedule a meeting with the Director of Academic Administration to go over the student's file. The Director of Academic Administration will let the Chair know when the student is approved for a final hearing.
12. Students should prepare a final abstract to bring to the final hearing.
13. Approval of both research proposals and dissertations require affirmative votes by four out of five Full Committee members.
14. Committee members are required to attend the final defense in person. If an exception must be made this should be done with approval of the Dean. Any committee person who is absent must provide written commentary on the proposal or dissertation to the student and Chair. It is rare that a hearing can take place without all members present. Students must prepare for this in the timing of their final defense.
15. Following the final defense, the student must submit their fully approved dissertation to the ICSW style editor. All dissertations must be written according to ICSW's Style Manual from the beginning; the ICSW editor will simply check the document for style compliance before sending it back to ICSW for uploading to the UMI database.
16. **Students should be aware of the time required for review, editing, and approval processes in relation to dissertation work. A dissertation should be in final draft form to give to the Chair three to four months prior to the final defense (which does not guarantee full committee**

approval by any particular deadline). The time the process will take after this is variable and will depend on committee feedback, editorial assessment, and the quality of the student's work.

Dissertation Proposal and Defense Hearings

Proposal Hearings and final Dissertation Defense Hearings can be held on the following conditions:

1. The student has a full file review with the Director of Academic Administration, who indicates that the student's file is complete and prerequisites have been met (details below)
2. The full committee, as indicated by the Chair, approves the student's readiness to have a Hearing
3. The student is current with financial obligations to ICSW. The student must have no outstanding financial obligations prior to final Dissertation defense
4. The student is in good academic standing
5. The project has current IRB approval
6. Citi certification for student
7. The student has passed both the Case Presentation and the QTE
8. All hearings, with rare and approved exception, must be scheduled through the Director of Academic Administration and take place at ICSW

File Requirements for Dissertation Proposals:

- 5 of the 6 case studies must be complete
- Case Presentation must be passed
- 4th treatment case must be well underway
- 1-3 independent studies must be complete
- Qualifying Theory Examination (when applicable) must be passed
- Forms in file must include Committee/Chair approvals; Initial Committee Planning form (submitted by Chair within 3 months of Committee approval); Annual Meeting form (if committee hasn't met for initial planning within the year, also submitted by Chair)

File Requirements for Dissertation Defenses:

- All work in the clinical practicum must be complete
- Annual meeting form (if committee hasn't met since proposal hearing)
- Hearing must occur within four years of proposal hearing (to prevent aging of data)
- Editorial Assessment
- *Students may not have any outstanding financial obligations to ICSW*

The proposal is submitted to the student's assigned Dissertation Committee selected by the student and the Chair. These five faculty members hold a hearing with the student and evaluate the proposal. The committee members, taking into account feedback from the readers, vote to pass, conditionally pass, or fail the proposal. If the proposal is not approved, the student is expected to rewrite it, following the recommendations of the committee, and to present it again at another hearing. If the proposal is conditionally approved, the student is expected to make specific changes recommended and submit them to the committee and readers for approval. If the proposal is approved, the student may proceed with the dissertation. A majority vote of the committee is required for approval. Following approval of a

proposal, the Dissertation Committee is responsible for assisting the student in completing the dissertation and for approving or rejecting a completed dissertation.

Function of the Proposal and Hearing:

- The proposal document is a blueprint of the research project that demonstrates a knowledge of the relevant literature, a question for study or hypothesis to be tested, a sound research plan, and theoretical framework for interpretation of the findings. This should be in publishable form.
- The document is also a contract between the student and the committee defining the area of inquiry, method and general work plan for the project.
- The hearing is an oral presentation of the proposed research in addition to the previously circulated document. It is a public format where committee members and readers can ask for clarification, raise methodological or epistemological issues and/or general concerns. Any additions or changes delineated by the committee are to be included in a revised proposal document. Depending on the nature of the changes, the document may have to be resubmitted to the committee or the Chair.
- The hearing is an open meeting; however, the student should use discretion when inviting individuals to the hearing.

Dissertation Defense Hearing

An acceptable dissertation is one that contributes to understanding of a particular clinical phenomenon or population and to theoretical knowledge, uses sound principles of inquiry, has empirical grounding, and has relevance to clinical social work practice. Scientific and humanistic orientations to knowledge are valued, and a wide range of research approaches is available and acceptable. The student, the Dissertation Committee members and the same faculty who served as readers for the proposal hearing attend the Dissertation Defense Hearing. The committee members vote to pass with distinction, pass, or fail the completed dissertation and paper. If the dissertation is not approved, the student is expected to rewrite it, following the recommendations of the committee, and to present it again at another hearing. A vote of four (out of five) is required for approval. All documents must be in a final edited format. If the documents are approved, the student may continue to the next steps in completing the dissertation, i.e., obtaining approval for form and making bound copies for the library.

The defense hearing is an open meeting; however, it is a defense of the work and the student should be prepared to answer any relevant question in a thorough, diplomatic, and collegial manner. The student should exercise discretion in inviting guests to the hearing. Members of ICSW may attend; family members are not appropriate guests at the hearing.

Final Steps:

Following approval of the dissertation, the Chair notifies the Dean of the decision.

The student must submit the approved dissertation for review for form by ICSW's designated dissertation form reviewer and make any required corrections or revisions. The "Institute for Clinical Social Work Style Manual" is available to guide the student in completion of the final form of the dissertation.

When the dissertation is approved for form, the student submits one hardbound copy, and one unbound copy of the dissertation to the ICSW library.

The student also submits one unbound copy with an abstract approved by the Dissertation Committee Chair and the Research Practicum Chair with the completed forms for UMI Dissertation Publishing.

The student is responsible for all expenses involved in preparing these copies.

Distance Learning Policies

The Distance Learning Program is a blended program. Onsite classes are integral to the ICSW approach to distance learning. Online classes are delivered using a live audio video conferencing program. We give equal weight to the student's participation online and onsite. The following policies guide the distance learning program:

- During online classes, all students are expected to be seated, have their cameras on, and demonstrate engagement in class discussions and presentations
- During online classes, intrusions by children, pets, and other family members are to be avoided.
- Attendance policies are guided by the instructor's syllabus; online and onsite classes are given equal weight.
- There are two onsite weekends per semester. Non-attendance during onsite weekends is a serious matter: not only does the class lose out on your in-person attendance, but it also results in one-and-a-half missed classes. Instructors may, but are not expected to, record or broadcast the class. Non-attendance of onsite classes is a serious progression issue. Students missing any onsite classes are subject to a progression hearing.
- If an instructor needs to cancel a class session, the instructor should immediately inform the Director of Administration and the Dean, and should make every attempt to contact the students in the class right away. The class session should be re-scheduled within the same semester as soon as possible in conjunction with the students, and the instructor should inform both the Director of Academic Administration and the Dean of the re-scheduled class session.
- There are two onsite weekends per semester; intensive weekend courses are sometimes offered in the summer. Students are expected to attend these summer weekends as appropriate to complete their program of study.
- In the case of weather grossly interfering with air travel, ICSW will try to use an emergency notification system to inform students of alternate plans. If airports are closed the day before onsite classes, we will make the decision whether to broadcast onsite classes so as to not cause massive hardship. Students are expected to watch their email for updates. During weather emergencies, students are to log on the entire weekends of classes.

For Active Duty and Public Health Service Students:

Students are expected to inform their command of their participation in the ICSW program and to discuss the need for periodic leaves to attend classes.

- In cases where leave is denied, the student is to provide the paperwork documenting the request for and denial of leave.
- In cases where training interferes with onsite or online classes, students are responsible for contacting instructors and for making up missed work. Evidence of the required training must be submitted to the Dean.
- In the case of deployment and pre-deployment training, the student is to inform the Dean and an accommodation will be devised.

- Students who are deployed may take a leave of absence or continue with clinical consultation and/or courses if means of communication exists.

Retention of Data Policy

Data should be maintained in a secure location, i.e. locked file cabinet for 5 years after graduation. The statistical data and IRB approval forms should be maintained indefinitely. Five years after graduation, raw data i.e. tapes, questionnaires may be destroyed. Once raw data are entered into a data management system and are coded and well protected, the system, too, may be kept indefinitely.

CURRICULUM POLICIES & PROCEDURES – MASTER’S PROGRAM

Master’s Program: Academic Curriculum

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 Foundations Sequence, Clinical Sequence and Clinical Practicum Sequence.

The primary goals of the Conceptual/Theoretical sequence is to: advance the student’s knowledge of counseling skills with an emphasis on the following areas: counseling theories and methods, psychopathology, group process, human development, assessment, professional development, research process, ethics, social and cultural foundations, substance abuse treatment, and family dynamics.

The primary goal of The Clinical Sequence is to: further enhance and integrate their learning of relevant clinical techniques used in the practice of clinical counseling and psychotherapy with a particular focus on psychodynamic clinical techniques.

The primary goals of the Clinical Practicum Sequence is to: advance the student’s capacity to apply various theories and relevant techniques to the actual practice in the field of clinical counseling and psychotherapy and the diversity it encompasses.

The Program Learning Outcomes for the Master’s Program are:

1. Develop foundational counseling and psychotherapy skills that integrate the discipline’s ethical and legal standards, diverse history of the mental health field, and professional practice and behavior.
2. Develop awareness of and the ability to recognize and employ a variety of counseling and psychotherapy theories and techniques.
3. Demonstrate an understanding of modern psychodynamic theory and core aspects of human development and apply these theoretical frameworks in assessment and treatment.
4. To understand Basic Research Approaches to Clinical Work.

5. Understand issues of diversity in a pluralistic society and employ culturally sensitive counseling and psychotherapy approaches.
6. Understand the principles of psychological assessment, group therapy, treatment process, substance use, and mental health practice
7. Gain practical experience in the field of clinical counseling and psychotherapy.

Qualifying or Comprehensive Examination Requirements

During a student's final semester, he/she 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 Comprehensive Examination Review Committee with a detailed rubric. 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 of two months after the notification date. This re-examination must be scheduled with the Dean. A student may attempt the Comprehensive Examination three times. The comprehensive exam is a requirement for graduation but does not receive credit hours.

Case Presentation:

Also during their final semester of classes, students will present a clinical case to a Case Presentation Committee. 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 or 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 1 credit hour and graded through formal evaluation forms and is PASS/FAIL.

Clinical Practica Guidelines and Procedures

Expectations and Information

Overall Objectives Field Placement:

Clinical field education is considered a vital component of the MA in Clinical Counseling and Psychotherapy curriculum. ICSW has adopted a concurrent model of field instruction, meaning students take courses and complete the practicum placement at the same time. In addition, while the State of Illinois requires just one Field Placement (Practicum placement experience) during a counseling master's degree program, ICSW requires an additional Practicum placement, in order to further develop and reinforced students' clinical training. The practicum placement is designed to help students acquire, further develop, and integrate knowledge and practice skills in counseling and psychotherapy. Students will have the opportunity to further enhance and integrate their learning in Field Internship Seminars which meet weekly and are taught by ICSW faculty. Master's students are expected to contribute to their learning through active, constructive participation with peers, staff, and faculty in the field and in the classroom.

Training Requirements:

First-Year training sites for the Practicum will provide a two days a week training experience at an agency or community center setting. The First-Year Practicum/Internship experience may be clinical, or may be a mix of administrative, case management and clinical support functions that undergird the provision of clinical services. **350 hours are required for the first year internship/practicum.** Generally students will be assigned to their First-Year Practicum placements; however, it's likely that they also will be required to interview for these placements.

Second-Year training sites for the Advanced Practicum/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/practicum.** Direct client contact should be more than 50% of the student's total hours each week, leaving the remaining hours for supervision, paperwork, meetings, in-service trainings, and other learning experiences. Generally students will have input into their Second-Year Practicum placements, and they will need to interview for these placements.

Clinical supervision requirements:

ICSW requests that training settings provide one hour per week of clinically focused supervision. In addition to supervision students receive at their placements, each student is assigned a member of ICSW's Faculty to serve as a clinical consultant to help each student integrate coursework and practicum learning in a way tailored to each student's learning needs; students will meet with their consultants every other week. Finally, students will attend a weekly practicum placement seminar at ICSW. .

Credentials of onsite clinical supervisors:

At their practicum/field internship sites, MA students must be supervised by persons holding one of the following licenses: LCSW and LCPC or a staff member who has a PsyD.

Calendar for 2017-2018 Academic Year

Practicum Placements Begin	August 2017
Learning Agreements Due	Due within 30 days of placement
First Evaluation	End of first semester-Jan. 19, 2017
Second Evaluation	End of the second semester-June 8, 2018

Expectations for Students: Holidays and Time off

Students are expected to attend their practicum placement during the regular operating hours of the agency. All time off must be approved by the field instructor. Lunch and travel to and from the agency is not counted towards your hours.

Students needing days away from their practicum placement for illness or death in the family should immediately notify their Field Instructor and the Director of Clinical Training. Students are responsible for making up any missed hours.

Liability/Malpractice Insurance:

All students registered for practicum placement are covered by ICSW's malpractice insurance.

Role & Responsibilities of Field Instructors:

Field instructors are crucial to student learning in the field; each instructor assumes a major role as onsite instructor and supervisor to the student learner. ICSW, in supporting this important function, offers field instructors active support and continuing education training.

The field instructor is responsible for helping students integrate theory and practice, providing support, monitoring student progress, orienting the student to agency personnel, procedures, documentation requirements, providing constructive feedback, consulting with the ICSW Director of the Master's Program and completing and submitting Learning Agreements and Evaluations.

Learning Agreements & Evaluations:

At the beginning of a student's internship, field instructors are responsible for completing the learning agreement. In addition, at the end of every semester, field instructors are responsible for doing evaluations of students' performance at the training site. It is requested that the field instructor and student complete both the learning agreements and evaluations collaboratively. The Learning Agreements are due with 30 days of student starting in the placement. First Field Evaluation is due at the end of the first semester.

Performance Issues:

Field instructors will notify immediately the Director of the Master's Program if the student is performing below expectations.

Field Instructor Orientation:

ICSW will provide field instructors with an overview of curriculum and descriptions of courses students are taking.

Process for Resolving Conflicts in the Field:

At times, problems arise in professional settings that require additional attention to resolve. We ask that field instructors and ICSW master's students follow the process described below when trying to resolve areas of conflict or concern.

1. Field instructor and student should address the concern or conflict in supervision as part of the supervisory process. The student must inform the Director of the Master's Program in advance of any such meeting; ICSW's strong preference is that the Director attend the meeting.
2. If the conflict is not resolved in supervision, either party, the field instructor or student can request a meeting with the Director of the Master's Program. The Director will attempt to clarify problem areas, explore solutions, and work toward a mutually-agreed upon plan toward resolution.
3. If the conflict is not resolved with the Director of the Master's Program, the field instructor or student may request a meeting with ICSW's Dean.
4. At no point are students permitted to decide autonomously to leave a placement or to stop attendance at a placement: doing so violates an agreement that ICSW has made with the training site, and may trigger a Student Progression Committee meeting. All decisions about altering or terminating a placement prematurely must be made in conjunction with the Director of the Master's Program, the practicum site, and ICSW administration.
5. If a student receives a failing grade for a field work evaluation this could result in a Student Progression Committee meeting and possible dismissal from the program. In these cases, the Director of the Master's program will be in touch with the field instructor for a remediation plan

and will be in consultation with the other ICSW Administrative staff to discuss options in terms of future plans for the student.

Roles & Responsibilities of Students:

Clinical experiences in the field are an essential component of master's students training, providing opportunities for both professional and clinical learning and development. At their practicum placements, students have opportunities to begin applying classroom learning to clinical experiences. Therefore, practicum placement experiences must be top priorities for ICSW students.

When At Students' Field Placement:

Disclosure of Student Status:

Students must disclose their student status to clients as a matter of following ethical practice guidelines. It is advisable for students to seek their field instructor's guidelines on introducing this to clients, including

- how to introduce themselves (trainee, graduate student, counseling student,)
- how to anticipate, think about and respond to questions that clients might raise

Dress: Students are expected to present themselves in a professional manner, including dress, and to follow the practicum placement's/agency's dress code.

Technology and Electronic Communications: (Cell phones, Texting, Email, Laptops, Tablets)

Student must adhere to their practicum placement's policies regarding cell phone use, emailing clients, texting, and personal laptop or tablet use, or playing personal music, such as through a phone. ICSW students are expected to keep their personal cell phone use to a minimum while at their practicum placements.

In order to protect clients' confidentiality and maintain professional boundaries, students must strictly follow agency policies regarding use of electronic communication devices and systems, including personal lap tops or tablets, flash drive, and email. Students must avoid, at all costs, transferring physically or transmitting electronically any client information, in any form, out of a practicum setting. For example, students may not take home any part of a paper file, nor may a student email client data, nor store client data on anything like a thumb-drive for any purpose, including schoolwork.

An important component of students' clinical learning involves writing case assessments and case studies and presenting clients' cases for clinical discussion. Students are expected to follow their practicum placement's policies on use of client material for learning. The general rule is that all client information must be carefully disguised so no one can readily recognize the individual.

Facebook and Other Social Internet Networks:

Students must adhere to agency confidentiality policies and professional ethics regarding the use of technology. Providing information on Facebook or other internet social networking systems about practicum placement agencies, personnel, colleagues, or clients is a serious breach of confidentiality and may constitute a Student Progression issue at ICSW. As developing new professionals, students are advised to be extremely careful about their online profiles and postings, and to remove from any publicly available profile any personal material that is not consistent with developing a new professional identity as a psychotherapist. It is advisable for students to do online searches of themselves periodically to see what information about them is publicly available – for example, in the case of students' being looked for by a client or potential client – and to take any necessary steps.

Roles & Responsibilities of the Director of the MA Program and ICSW

The Director of the Master's Program holds multiple responsibilities to both students and practicum placements. The Director is the first point of contact for questions and concerns about clinical practicum placements from both students and field instructors and questions about the ICSW curriculum from field instructors. The Director also is the point of contact for problems or conflicts between students and field instructors. The Director can be reached by calling ICSW at 312.935.4241.

FIELD LIAISON VISITS:

The Director of the Master's Program will visit the training site at least once each semester and more frequently if needed.

Field Placement Seminar:

Students will attend a weekly practicum placement seminar taught by ICSW faculty. The practicum placement seminar serves a supportive, educational role in helping students integrate their coursework and field experiences, develop self-awareness and insight into clinical work.

Clinical Consultants for MA Students

Clinical Consultants for MA Students Each Master's degree student will be assigned a member of ICSW's Faculty to be that student's Clinical Consultant. The student will meet every other week throughout the school year with his and her consultant (16 total meetings required, 8 per semester); and the purpose of this ongoing consultation is to support the student's ability to integrate the experiences from the Practicum and Advanced Practicum with classroom learning. These consultations will be tracked, so regular attendance is important; when possible, missed sessions should be re-scheduled. Consultations do not include required write-ups; however, the consultation should be treated as a pass/fail course. Clinical Consultation with a student's Faculty consultant is considered a class (CCP 1-4) that is taken every semester that the student is in the MA program. The requirements for this class is to meet at least 8 times a semester (16 times a year) with the faculty consultant. Process recordings (at least 4 a semester) will be a part of this course if a student is not doing process recordings at their internship site. An evaluation must be completed by the consultant at the end of each semester and the consultant submits a PASS/FAIL grade.

Advanced Clinical Practice (ACP)

This program offers advanced clinical training and education that enhances diagnostic, psychotherapeutic, and consultative skill. The program focuses on contemporary practice issues and literature and the most current theoretical and practice knowledge. The ACP Program is a three-year program of Clinical Practicum experience and classroom courses resulting in comprehensive, advanced mastery of clinical social work practice and knowledge. ACP students are expected to comply with guidelines for academic performance as in the Doctoral Program. A certificate is awarded upon successful completion of the program.

OTHER PROGRAM COMPONENTS

AP

Library

ICSW has partnered with Robert Morris University to maintain a specialized library for the use of its students. A professional librarian oversees library operations and assists users in learning how to do literature searches and use library resources.

The library collection includes books, periodicals, journals, electronic databases, dissertations, and dissertation proposals in clinical social work, psychotherapy, and related disciplines. There is computer access for student use. Word processing, statistical analysis, and qualitative analysis software is also provided.

Books are loaned from the regular collection for a 3 week period. Books may be renewed up to twice, either in person or over the phone with a Robert Morris librarian. Reference books and periodicals may be used in the library but may not be checked out. ICSW students have access to both ICSW's collection and Robert Morris's collection, including interlibrary loan and I-SHARE books. Any fines or cost of book replacement must be met prior to graduation.

The Robert Morris University Library also has private rooms that ICSW students and faculty may reserve for any academic purpose. Rooms are reserved on a 1st come, 1st serve basis, and students and faculty must have their ICSW ID to enter.

Electronic texts on the ICSW website are protected by copyright law. These files are made available strictly for individual, educational use and may not be copied or distributed in any way. Distribution of copyrighted material to non-enrolled individuals or ICSW students will be considered an act of Academic Dishonesty and be dealt with accordingly as indicated in the Policies and Procedures Manual. Federal penalties for copyright infringement may be found at www.copyright.gov.

Continuing Education Program

The primary goal of the Professional Enrichment Program is to provide educational programs that further the professional development of clinical social workers and other mental health professionals. Programming is sometimes extended to serve the interests of the community at large. In accomplishing this goal, the Professional Enrichment Program also provides a forum in which faculty, students, and graduates can present their professional work and gain teaching experience.

Anyone affiliated with ICSW is welcome to submit a proposal for a program to the chairs of the Professional Enrichment Committee. The proposal should include a brief description of the content, format and intended audience. These proposals are considered when the Committee is organizing the fall, winter, spring and summer program offerings.

The Professional Enrichment Program also offers referrals for cost-sensitive consultation and supervision to mental health professionals in the greater Chicagoland area. ICSW faculty and alumni may request to be included on the roster of available consultants and supervisors by contacting the chairs of the committee.

Continuing Education Credits

ICSW provides Continuing Education credits that fulfill requirements for social workers and related fields who are licensed in Illinois. Students receive credits based on the actual number of clock hours of programs they attend. Successful completion of classroom courses results in assignment of one credit for each hour attended.

Continuing Education credits are also provided for attendees of ICSW sponsored events. All questions regarding Continuing Education credits should be directed to the Director of Academic Administration.

Faculty, students, and event attendees are responsible for keeping track of the credits they have earned in the case of an audit. This is not the responsibility of ICSW.

Students should consult their state board for conversion of course credit hours to continuing education units. Faculty should consult their state board for conversion of teaching hours to continuing education units.

Section 9.0

APPENDIX

DP, MP

Financial Aid Timeline

October -May

Search and apply for Scholarships

- ICSW offers primarily Stafford Loans provided through the FFEL program. Getting your Ph.D. is a significant financial commitment and ICSW strongly suggests offsetting this financial burden by using private scholarships. You can find a list of external scholarships here: <http://www.icsw.edu/admissions/student-financial-services/>

January 1

The FAFSA becomes available online at <http://www.fafsa.ed.gov/>

June 15

ICSW FAFSA Deadline

July 31

ICSW Financial Aid Forms Due

- By this date you must submit:
 - An ICSW Application for Financial Aid
 - A Loan Request form
 - An optional Grad PLUS loan

August 15

Signed Award Letter Due

- After receiving your financial information from the FAFSA and your other financial aid materials, ICSW will package an award for you and send you a detailed Award Letter regarding the aid you will receive. If you accept this award, you may sign and return the form to the Financial Aid Office.

September 1 or by 1st day of classes

Signed Master Promissory Note and Entrance Counseling Due

- If you are a first time borrower at ICSW and receiving a Stafford or Grad PLUS loans, the lender will require that you sign a Master Promissory Note (MPN), which is a contract between borrower and lender wherein you as the borrower agree to repay your loans in full after you graduate, withdraw or drop below half-time status. Concurrently, entrance counseling, which

gives you all the information you need to know about your loans, is the final step required before your loan can be disbursed.

May 15

Exit Counseling

- Once a student is scheduled to graduate, withdraws or drops below half-time status, exit counseling is required. Exit counseling gives you all the information you need to know about repayment options and interest rates on your loans. Failure to complete exit counseling results in ICSW withholding the student's degree, certificate, transcripts and other documents.

Case Study Outline - DP

Please use the following as a guide for your case study write-ups. Address each of the categories below and include as many of the suggested topics (listed under each heading) as possible. The write up should be about five pages. Remember to disguise the information so that confidentiality is maintained.

1. Identifying Information:
 - a. Include the client's age, marital status, education, living situation, occupation, referral source, fee arrangements and brief description of the client.
2. Presenting Problem:
 - a. Reasons for seeking treatment, initial symptoms and difficulties. Brief history of present difficulties, including other previous therapy experiences
3. History, Relationships & Current Functioning:
 - a. Include outline of family background, childhood, academic and relationship history and significant family history. Try to be brief and include only relevant information. Describe current significant relationships, work and/or school performance.
4. Course of Treatment:
 - a. How has the therapy progressed thus far? Include transference and countertransference themes, important issues, major preoccupations, as well as events in and out of therapy. Describe the course of the process of the case study.
5. Formulation:
 - a. Initial attempt to formulate the major dynamics of the case. Consider: central conflicts and/or deficits and how they can be understood at this point; predominant defenses; object relational patterns, resistances and the contribution of the developmental history. For the case summary, final perspective on the dynamics of the case.
6. Diagnosis:
 - a. What is the working diagnosis? This is a short-handed encapsulation of the case formulation.

Treatment Case Consultation Outline - DP

Criteria for Final Report on Therapeutically Terminated Case

Both for educational and administrative purposes, it is necessary that a final report be written on all treatment cases.

A terminated summary by the student should include the original case study and:

- A complete statement of the dynamic formulation of the case
- A brief summary of the treatment process and trends, including some indication of the therapist's activity in the treatment
- The student's dynamic assessment of the reasons for termination with special reference to the following points:
 - Have the symptoms disappeared or abated?
 - Is there evidence of more energy available for subliminal activity?
 - Is the client back on the developmental course?
 - Has the functioning improved or changed in areas such as school, social life, employment, family, etc.?

This summary should be sent to the consultant for his or her approval and signature.

IF A STUDENT TERMINATES A CONSULTATION, THE STUDENT MUST CONTACT THE PRACTICUM CHAIR IMMEDIATELY. A terminated consultation may result in a progression review.

Criteria for Final Report on Interrupted Treatment Case

Both for educational and administrative purposes, is necessary that a final report be written on all interrupted treatment cases, including the original case study and:

- A complete statement of the dynamic formulation of the case
- A brief summary of the treatment process and trends, including some indication of the therapist's activity in the treatment
- The student's dynamic assessment of the reasons for termination

This summary should be sent to the consultant for his or her approval and signature.

Criteria for Final Report on Continuing Treatment Case where Consultation has Ended

Both for educational and administrative purposes, it is necessary that a final report be written on all treatment cases on which consultation has ended.

A summary by the student should include the original case study and:

- A complete state of the dynamic formulation of the case
- A brief summary (one page) of the treatment process and trends including some indication of the therapist's activity in the treatment
- The student's dynamic assessment of progress in the case with special reference to the following points:
 - Have the symptoms disappeared or abated?
 - Is there evidence of more energy available for sublimatory activity?
 - Is the client back on the developmental course?
 - Has functioning improved in areas such as school, social life, employment, family, etc.?

- The student's informed opinion about the probable outcome of the case. This summary should be sent to the consultant for his or her approval and signature.

Criteria for Final Report on Therapeutically Terminated Group/Family/Couple Treatment Case

Both for educational and administrative purposes, it is necessary that a final report be written on all therapeutically terminated treatment groups/families/couples.

A treatment summary by the student should include:

- A brief diagnostic statement about each member
- A brief summary of the group/family/couple process, direction, and trends (one page), including some indication of the therapist's activity in the process
- The reasons for terminating with reference to the following points:
 - The individual client issues
 - Effects of a pre-determined termination time, if applicable
 - Areas requiring further work for each member

This summary should be sent to the consultant for his or her approval and signature.

Criteria for Final Report on an Interrupted Treatment Group

- A brief diagnostic statement about each member
- A brief summary of the group/family/couple process, direction, and trends (one page) including some indication of the therapist's activity in the process
- The student's dynamic assessment of the reasons for termination

Case Presentation Outline – DP

The following is the outline for the ICSW Clinical Presentation write-up. In addition to the write-up, a process recording of a session (or two) is required. The write-up, not including the process recording(s), should not exceed 15 pages.

- 1. Reasons for choosing this case for presentation**
- 2. Difficulties and/or problems in the evaluation of this case or in the treatment process**
- 3. Identifying information:**
- 4. Background/reason for request of treatment** (include history of previous treatment)
- 5. History of presenting problem**
- 6. Relevant personal/family history**
- 7. Psychodynamic formulation:**
 - a. Tie together core anxiety(s), defensive/coping mechanisms, relation of these to relevant history, and how the resulting character is represented in transference and countertransference themes.
- 8. Discussion of Treatment Process:**
 - a. describe the major issues that have emerged in the treatment; discuss impasses and how they were dealt with; include observable positive and negative changes in client functioning as a client in treatment
 - b. discuss specifically the unfolding of the transferential and countertransferential dimensions of the treatment (this is intended to be the primary focus of this section of the written case presentation)
 - c. if the case has terminated, discuss that process; if not, describe any continuing issues
- 9. Describe what was learned from this clinical process and consultation**
- 10. Add process recording(s) of one or two treatment sessions**
 - a. reason for choosing this/these particular sessions

Progression through the Clinical Practicum prior to 2014:

- **First Set of Case Studies:** Students must complete the Clinical Practicum Learning Tutorial and receive a passing grade, prior to beginning their first set of Case Studies. The tutorial and the first set of case studies are done with the student's advisor.
- **Additional Case Studies:** Students must complete their first set of Case Studies prior to beginning additional Case Studies. After the first set of case studies is complete, other sets may be completed simultaneously or serially.
- **Registration:** Full-time students will be automatically registered for their practicum in the semester they pay for it, whether the consultation has begun or not. Part-time students must turn in their appropriate paperwork indicating the beginning of practicum to be registered for their clinical practicum.
- **First Treatment Case/Consultation:** Students may begin their first Treatment Case or Treatment Consultation while they are also completing their first set of Case Studies, as long as they have their advisor's written permission. They must register for each Treatment Case/Treatment Consultation.
- **Second Treatment Case/Consultation:** Before beginning a second Treatment case/Treatment Consultation, students must have completed and passed the Clinical Practicum Learning Tutorial and the first set of Case Studies.
- **A case study or treatment case is not considered complete until reports and write-ups are approved by the consultant and turned into the Director of Academic Administration.** All case study and treatment case evaluations and write ups must be turned in by the end of the semester after which the consultation ended. If consultants have not received, approved, and evaluated write ups (and submitted the appropriate grade form) by this time, the student will receive a failing grade or will need to do an additional consultation (case study or treatment case). Students may not turn in write ups to consultants after a full semester has elapsed since the end of the consultation. If a student finds that their consultant is not properly submitting their evaluation forms, the student should contact the Director of Academic Administration.
- **Students may not, under any condition, use the same case twice for two case studies or two treatment cases.** However, a single case may be used as both a case study and a treatment case. **Students should not bring into consultation cases they have explored in depth in case conference classes, or have written up in depth prior to the consultation. Students in general may not reuse clinical writing.** Any exceptions must be discussed with the Clinical Practicum Chair.
- **Case Presentation:** Prior to scheduling their Case Presentations, students must:
 - Complete and pass the Clinical Practicum Learning Tutorial
 - Complete and pass at least three sets of Case Studies
 - Complete and pass at least two Treatment Cases and have a third Treatment Case underway
 - Complete a treatment case write up that is approved by the Chair of the Clinical Practicum
 - Have a file that is completely current (all students at this phase should arrange a formal file review with the Director of Academic Administration). The Chair of the Clinical Practicum will check with the Director of Academic Administration the status of the student's file prior to assigning a panel Chair.
- **Exceptions:** Any exceptions to this progression must be approved in advance of course registration by the Chair of the Clinical Practicum and the Dean.

Summary of Guidelines

Flexibility is built into the Clinical Practicum in order to be relevant to the practice settings of our diverse student body. The following guidelines are to be followed as students develop their clinical practicum experience

***CASE STUDIES:** *Six Case Studies are required (prior to 2014 matriculation)*

****TREATMENT CONSULTATIONS:** *Four Treatment Consultations are required*

- All clients for cases must be seen at least weekly. Students are encouraged to see their clients for extended periods of time (e.g., more than a year). All students are encouraged to have treatment experiences in which clients are seen at a frequency of two or more sessions per week; however, there is flexibility for more varied clinical experiences. The requirement for treatment consultation is organized around the time spent with each consultant rather than the time spent with each case.
- Students must meet for clinical consultation with two different consultants for 22 consultation sessions (*to count as one year*). The type and number of cases to be focused on during the instruction will be determined by the consultant and the student.
- Students must meet in clinical instruction with two other consultants for 44 consultation sessions (*to count as two years*). The type and number of cases to be focused on during the instruction will be determined by the consultant and the student.
- Frequency of consultation is intended to be every other week. Hours added to consultation more frequent than every other week will not be counted toward consultation hours.⁵
- Students need to work with four different consultants: two for one-year consultations, and two for two-year consultations. The expectation is that this total of six years of consultations needs to be completed during four years of coursework. Students who do not complete the Clinical Practicum during four years will risk losing status as full-time students and may need to begin paying back any financial aid loans. Below is the strongly recommended schedule.
- *It is expected that students should follow this schedule to complete the Clinical Practicum:*
 - *First year of full-time doctoral coursework: begin and complete first one-year Treatment Consultation*
 - *Second year of full-time doctoral coursework: begin two two-year Treatment Consultations*
 - *Third year of full-time doctoral coursework: continue and complete two two-year Treatment Consultations (during the third year of coursework is typically when students do their Case Presentations)*
 - *Fourth year of full-time doctoral coursework: begin and complete second one-year Treatment Consultation*
- Any exceptions to the schedule above for completing the Clinical Practicum must be presented to and approved by the Chair of the Clinical Practicum and the Dean.

Case Studies

Credit for Case Studies: **To receive credit for case study consultations, all paperwork, including required write-ups and evaluation forms, must be completed and submitted before the end of the semester following the completion of consultation. It is up to the student and consultant to keep track of submitting the required documents.**

⁵ Effective September 15, 2015

All clients to be used for case studies must be active in treatment at the time they are presented to consultants. It must be possible for the student, following meetings and discussions with the consultant, to have further interviews with the client. In each set of two case studies, the student is required to bring at least one new case to the consultation. Students are expected to select a wide variety of dysfunctional states and diagnostic categories for evaluation. Cases should include clients of both sexes. Students complete six sets of case studies. Each set requires that students complete two written case studies with one consultant. It is recommended that students complete at least one set of case studies per year.

Consultants are not assigned for the case studies; they are chosen by the student from the current faculty. The student may choose to complete the first set of case studies with his/her initial consultation or may choose to work with another faculty member. If a student is having difficulty finding a consultant, the student should contact his/her academic advisor for assistance.

Once a student has chosen a case to be discussed with the consultant, meetings should be scheduled immediately. Whether a student submits written material in advance of a meeting is up to the consultant.

The number of consultations per individual case depends on the learning needs of the student. Since the focus of consultation is on facilitating the development of the student therapist in relation to his/her work on the case, the actual number of meetings per case should be worked out by agreement between the consultant and student. Students are allowed eight to 12 meetings per set of case studies; a minimum of six meetings is required.

The Case Study Outline (available in the appendix) should be used as a guide when writing each case study. Case studies should be approximately five pages in length. The written case study is submitted to the consultant for approval and placed in the student's Clinical Portfolio.

The Case Study Evaluation Form (link available in the appendix; form is also available on the website) must be completed at the end of each set of case studies. If consultation occurs over the course of different semesters, this evaluation form should be filled out at the end of each semester and marked IPS (In Progress – Satisfactory) or IPU (In Progress – Unsatisfactory) to indicate that the case study is still in progress. A copy of this form should be submitted to the Director of Academic Administration.

All case study write ups must be completed during the consultation period. A case study or treatment case is not considered complete until reports are approved by the consultant. All case study write ups must be turned in and approved by the end of the semester following the semester (spring, fall, summer) in which the case study consultation was finished. If consultants have not received, approved, and evaluated write ups (and submitted the appropriate grade form) by this time, the student will receive a failing grade or will need to do an additional set of case. Students may not turn in write ups to consultants after a full semester has elapsed since the end of the consultation.

- **Students may not, under any condition, use the same case twice for a case study or a treatment case. However, a single case may be used as both a case study and a treatment case. Students should not bring into consultation cases they have explored in depth in case conference classes, or have written up in depth prior to the consultation. Students in general may not reuse clinical writing. Any exceptions must be discussed with the Clinical Practicum Chair.**

Treatment Consultation/Case Process

Credit for Treatment Consultations: To receive credit for treatment consultations, all paperwork, including required write-ups and evaluation forms, must be completed and submitted before the end of the semester following the completion of consultation. It is up to the student and consultant to keep track of submitting the required documents.

As with case studies, all clients to be used for treatment consultation or as treatment cases must be active in treatment at the time they are presented to consultants. Four long-term treatment consultations or treatment cases are required, each with different consultants.

Cases are selected from the student's own practice setting. At least three cases must be ones in which clients are beginning treatment with the student. One case may be in a modality (couple, family, group) other than individual treatment, if this type of learning experience is consistent with the student's goals. Treatment cases may include both adolescents and adults and represent both genders. Students should have their treatment cases represent a broad spectrum diagnostically, from high functioning to severely disturbed and/or reflect their primary practice setting. All cases should involve at least weekly contact. It is strongly suggested that at least one case involve a contact frequency of two to three times weekly. The general guideline for frequency of treatment consultation contacts is every other week. Variations from this frequency should be determined by the consultant, in discussion with the student, and be consonant with the learning needs of the student and the case. Variations should be discussed with the Clinical Practicum Chair prior to implementation.

If the student wishes, he/she may begin the first treatment consultation with his/her initial case study consultant, once that case study set is completed, or may choose someone else. Students may carry appropriate cases for longer than two years as their remaining consultation hours permit. Students who exhaust their allotted 220 hours will be required to "purchase" additional time, and will be billed for any overage.

A Clinical Treatment Consultation Evaluation Form (link available in the appendix; form is also available on the website) must be completed at the end of each treatment consultation. When consultation occurs over the course of different semesters, this evaluation form should be filled out at the end of each semester and marked IPS (In Progress – Satisfactory) or IPU (In Progress – Unsatisfactory) to indicate that the treatment consultation is still in progress. A copy of this form should be submitted to the Director of Academic Administration.

All treatment case write ups must be completed during the consultation period. A treatment case is not considered complete until reports are approved by the consultant. All treatment case write ups must be turned in by the end of the semester after which the consultation ended. If consultants have not received, approved, and evaluated write ups (and submitted the appropriate grade form) by this time, the student will receive a failing grade (or will, with approval, need to do an additional consultation) Students may not turn in write ups to consultants after a full semester has elapsed since the end of the consultation.

Students may not, under any condition, use the same case twice for a case study or a treatment case. However, a single case may be used as both a case study and a treatment case. Students should not bring into consultation cases they have explored in depth in case conference classes, or have written up in depth prior to the consultation. Students in general may not reuse clinical writing. Any exceptions must be discussed with the Clinical Practicum Chair.

Dissertation Proposal Outline - DP

The proposal for the dissertation must contain a well-developed plan for the project and include each of the following components outlined:

Title Page

The Institute for Clinical Social Work

TITLE IN CAPS

A Dissertation Submitted to the Faculty of the
Institute for Clinical Social Work in Partial Fulfillment
for the Degree of Doctor of Philosophy

By

NAME IN CAPS

Chicago, Illinois
Date

Chapter I. Introduction (no more than 20 pages)

- a. General statement of purpose
 - The purpose of this _____ (narrative, phenomenological, grounded theory, ethnographic, case study) _____ (was? will be?) to _____ (understand? Describe? Develop? Discover?) the _____ (central phenomenon of the study) for _____ (the participants) at _____ (the site). At this stage in the research, the _____ (central phenomenon) will be generally defined as _____ (a general definition of the central concept).
- b. Significance of the study for clinical social work
- c. Statement of the problem and specific objectives to be achieved
 - Begin with a paragraph that creates interest and that advances the topic or general subject matter. Stay away from using quotes for the first sentence.
 - Discuss the research problem or issue that leads to a need for the study. The need for a study often comes from certain deficiencies or gaps in the existing literature.
 - Briefly summarize the recent literature on your topic. Try to visually depict where your study can be positioned into the larger literature. This is a briefing about the state of the general literature on your topic or groups of literature. If no groups of literature have addressed the problem, then discuss extant literature that is closest to your topic.

- Indicate the ways the current literature or discussions are deficient in understanding the problem. Mention several reasons. It is here that you can make the argument for the implementation of one of the qualitative approaches.
 - Discuss how audiences or stakeholders will profit from your study.
- d. Hypothesis or research questions to be explored
 - e. Theoretical and operational definitions of major concepts
 - f. Statement of assumptions
 - g. Epistemological foundation of project: locate the project within a paradigm of inquiry (e.g., empirical, hermeneutic, etc.), discussing the assumptions of and rationale for this location.
 - h. Foregrounding: discuss the background of your interest in this topic of inquiry, particularly in relation to the value system and assumptions that shape your understanding of the phenomena and your analysis of data.
 - i. Outline of dissertation (*included in dissertation only)

Chapter 2. Literature Review (using funneling method – no more than 50 pages)

- a. Introduction – discuss how you conducted your lit review (focus, goal, coverage, organization, audience)
- b. Category 1 – works that provide a theory base or orientation for your work
- c. Category 2 – works that are relevant but not specific to your work
- d. Category 3 – works closer to what you are doing but still do not match your work (perhaps only aspects of your work)
- e. Category 4 – works that match what you are doing, if available
- f. Conclusion/summary
 - Internal order of the categories – chronological, played off each other, or subdivided into groups

Chapter 3. Methods (no more than 30 pages)

- a. Introduction
 1. Reintroduction of major approach and research questions/chapter introduction
 2. Rationale for qualitative research design (supported by lit), including a restatement of epistemology (supported by lit)
 3. Rationale for specific methodology (supported by lit)
- b. Research sample (inclusion/exclusion criteria, sampling methods, etc.)
- c. Information needed
 1. Contextual
 2. Demographic
 3. Perceptual
 4. Theoretical
- d. Research design (the steps you will use to complete your study)
- e. Data collection (instruments and tools, interviews, participant observations, documents, etc.)
- f. Plan for data analysis (how you are going to code and categorize the data)
- g. Ethical considerations
- h. Issues of trustworthiness (for qualitative or mixed-methods studies)
 1. Credibility
 2. Dependability
 3. Transferability
- i. Limitations and delimitations
- j. The role and background of the researcher

Bibliography

Suggested Dissertation Outline - DP

The dissertation is intended to demonstrate the student's capacity to contribute to knowledge in the area of clinical social work.

The topic chosen is expected to have a relationship to the student's area of specialization in clinical practice. The topic chosen should have significance for social work practice and should be one that has not been satisfactorily explored, answered or resolved through existing knowledge. The research design should demonstrate scholarship, scientific rigor, and feasibility. Successful completion of the dissertation should establish the candidate's capacity to pursue scholarly inquiry in an independent manner and should represent a modest increment of knowledge in the area addressed.

Suggested general dissertation outline:

- **Introduction**
- **Review of Relevant Literature**
- **Methodology**
- **Results**
- **Analysis**
- **Implications**

Suggested Dissertation Timeline

(these are the suggested latest possible times for ensuring you'll be fully approved in time for graduation)

June Graduation

- November 1: Final dissertation draft to Chair for approval
- November 15: Chair-approved dissertation in for editorial assessment
- January 15: Chair-approved and hearing-ready document to full committee
- March 1: Dissertation approval by full committee*

January Degree Conferral

- July 1: Final dissertation draft to Chair for approval
- July 15: Chair-approved dissertation in for editorial assessment
- September 15: Chair-approved and hearing-ready document to full committee
- November 1: Dissertation approval by full committee*

*Prior to the scheduling of the final hearing, the student must have approval of the Director of Academic Administration's Office and the Director of Student Financial Services. All students must have complete academic records and up-to-date accounts.

Core Clinical Concepts - AP

The goal of our clinical training is the acquisition of knowledge and skill in clinical social work practice. Classroom instruction and supervised clinical work are the methods of carrying out this goal. Our educational strategy is intended to promote each student's mastery of psychodynamic theory and technique and their integration with clinical practice. Our primary educational method in the clinical curriculum is to examine psychotherapeutic process, clinical technique, and clinical theory. An important aspect of our mission is to help students apply newly acquired knowledge and skill to the various clinical, supervisory, and administrative settings in which they work.

Classroom teaching emphasizes conceptual understanding of the processes of clinical evaluation and psychotherapy through examining various psychodynamic clinical theories. In addition, we focus on learning clinical technique through readings, class discussions, clinical writing, and student case presentations. Class work fosters an examination of the impact of clinical theories on our functioning as clinical social workers.

In the Practicum, the ideas taught in the clinical courses come to life. Through a series of individualized tutorial experiences, learning occurs through examining actual clinical encounters. Teaching focuses on our students' self-experience in the therapeutic process, including their emotional, cognitive, and interpersonal functioning with clients. Teaching is directed toward helping students integrate what they learn about themselves and their clients in the Practicum, with what they learn in clinical courses.

We encourage students to participate in a course of personal psychotherapy, since we believe that psychotherapy promotes the awareness of, and skills to cope with, unresolved psychological difficulties that interfere with professional functioning. We believe that, with the kind of depth exploration that psychotherapy encourages, students are better able to function effectively with a wide range of clients.

The list of core concepts and assumptions that follows informs our clinical teaching and learning. A formal evaluation of student's progress in understanding and integrating these concepts occurs at the case presentation, where students are provided an opportunity to demonstrate competence in conducting, conceptualizing, writing about, and discussing their clinical work in depth.

Concepts Related to:

Psychological Functioning

- Behavior is motivated by:
 - The wish/need to achieve pleasure/gratification
 - The wish/need to avoid pain/anxiety
 - The wish/need to create and maintain object ties
 - Early object ties and the longings and anxieties related to them tend to be enacted throughout life
 - The tensions between maintaining early ties and creating new forms of self/other relations are important throughout life
 - The wish/need to create and maintain self-coherence, a sense of agency, and self esteem
 - The wish/need for mastery
 - The achievement of competence
 - The various forms of turning passive into active
 - The wish/need for repetition; the maintenance of existing forms of object relations, self-organization, and mastery is a primary motive; the past is alive in the present
 - Several aims at once

- Behavior has adaptive, defensive, and developmental functions and meanings
- Unconscious processes are active in mental life
 - Non-awareness of feelings/thoughts/fantasies/behavioral tendencies may be brought about by defensive processes
 - Non-awareness may be the result of a mental process never having achieved symbolic elaboration
 - Unconscious feelings/thoughts/fantasies/behavioral tendencies affect and can organize functioning in everyday life; expressions of unconscious activity include dreams, transference, neurotic symptoms, character traits, etc.
- Character is the organization and integration of the various elements of psychic and interpersonal life, and reflects persistent psychic structure
- Trauma as historical event and subjective experience may organize psychic life
- Memory is organized in declarative and procedural forms

Clinical Evaluation

- Reasons to do an evaluation
- Evaluation leads to a recommendation
- Sources of clinical data; direction of the therapist's perception
- Observing non-verbal behavior in the interview – what the client does
- Listening to the client's word – what the client says about his current life, fantasies, and history, with special attention to transference readiness and transference fantasy
- Monitoring one's own affective/fantasy reactions – what kind of emotional/interpersonal milieu does the client evoke?
- The therapist's subjective experience
- Initial countertransference reactions
- Empathy/vicarious introspection
- Kinds of Data Included in an Evaluation:
 - Current living situation and cultural background
 - Personal history, especially of trauma
 - Personal strengths
 - Relational patterns, capacities, and difficulties
 - Defensive patterns
 - Important identifications
 - Persistent disturbing fantasies and beliefs
 - Range of affect
 - Sources of self esteem
 - Symptoms
 - Mood
 - Physical/neurological problems
 - Formulation: fitting the different kinds of data together
 - Formulating why the client is coming in now
 - Formulating the nature of the client's ongoing emotional difficulties, relational patterns, and character
 - Formulating the link between a and b
 - The relationship between diagnostic evaluation and treatment planning
 - Evaluation is a continuous process

Treatment Planning

- Who is the client who will be treated? If the client is a child, how will the therapist work with the child's caretakers?
- What does the client want?
- What does the client need?
- Fee setting
- Frequency of sessions
- Intensity of the process
- Medication and other ancillary services
- Prognosis
- Making recommendations

Therapist's Expectations of the Client

- Openly communicating
- Paying the fee
- Coming to sessions on time
- The way in which clients play the role of client may vary according to culture, referral context, and mode of treatment

The Therapeutic Attitude and Personal Requirements

- Curiosity
- Authenticity
- Self-awareness/emotional honesty
 - Regarding personal bias
- Cultural attitudes
- Racial attitudes
 - Regarding theoretical bias
 - Regarding sources of personal anxiety
- Objectivity
- Freedom of thought
- Open-mindedness
- The capacity for enduring a wide range of feelings
- The capacity for relatedness with vitality
- Confidence in the therapeutic process

Psychotherapy

- What is psychotherapy and psychotherapeutic process?
- How is psychotherapy different from other interpersonal activities?
- The therapeutic alliance
- Methods
 - Listening stances
 - Empathic listening; being in the client's shoes
 - Listening from the point of view of external observer
 - Listening from within oneself; the enlistment of subjective reactions
 - Types of intervention
 - Empathic statements; therapist as caretaker/mother/provider/selfobject

- Interpretation and confrontation; the therapist as authority and teacher
 - Authentic engagement; the therapist as other subject
- The therapist's resistances/anxiety
- Symptom relief vs. character change
- Resistance and defense
 - Motives
 - Fear of mobilizing anxiety
 - Classical danger situations
 - Re-traumatization
 - Loss of self-cohesion
 - Methods/Mechanisms
 - Following the therapeutic interaction; what are the priority issues in the interaction; what is the evidence for a good therapeutic process?
- Manifest vs. latent content
 - Content which is consciously withheld
 - Content which is repressed
 - Content which is dissociated
 - Content/process which exists in procedural rather than declarative form
- Transference
 - As an intrapsychic process
 - As a distorted view of the therapist
 - As selective attention and perception
 - As a repetition and dramatization of core object relations themes
 - As a pre-reflective set of organizing principles
 - Identifying and understanding transference related material
 - Working within the transference
 - Clarifying and interpreting transference fantasy and defenses against transference recognition
- Countertransference
 - As the therapist's transference; the subjective countertransference
 - As the therapist's reactions to the transference; the objective countertransference
 - Using countertransference reactions as data
 - Using countertransference-derived data for interpretation
- Acting out, action, and enactment
 - By the client
 - By the therapist
 - Verbalization and clarification of mutual enactment
 - Acting out and enactment occur in the absence of conscious thought/verbalization
- Therapeutic impasses
- The view of the client as helpless; deficit and the absence of psychological structure
- The view of the client as active agent; intrapsychic and relational conflict and the presence of pathological psychological structure
- The process of termination

Master's Case Study

The Case Study is designed to evaluate the student's ability to conceptualize a therapy case using the core concepts and themes from the master's program. In conjunction with the Clinical Consultant, the case is chosen from the student's second year practicum experience. The written Case Study should be completed and approved by the Clinical Consultant by March 15. Once this is accomplished, the consultant will coordinate arranging a date for the Case Study Presentation.

Please use the following as a template for your Case Study write-ups. Under each category, address as much of the criteria as possible. The write up should be 12-15 pages. Remember to disguise the information so that confidentiality is maintained.

Identifying Information

Include the client's age, marital status, education, living situation, occupation, referral source, fee arrangements and brief description of the client.

Presenting Problem

Reasons for seeking treatment, initial symptoms and difficulties. Brief history of present difficulties, including other previous counseling or therapy experiences.

History, Relationships & Current Functioning

Include outline of family background, childhood, academic and relationship history and significant family history. Try to be brief and include only relevant information. Describe current significant relationships, work and/or school performance. Include any substance use/abuse and history.

Course of Treatment

Describe what has happened in the treatment process thus far. How does the client interact in sessions, what are the themes that have emerged, how have they been processed, and what is your experience with the client.

Psychodynamic Formulation

Develop an initial formulation of the major dynamics of the case. Consider: client's past experiences and relationships and how these might be affecting the client's current level of functioning and overall well-being. Consider client's context: family, employment or school and socio-cultural factors. Apply theories learned in classes.

Diagnosis

What is the working diagnosis? Consider DSM and PDM diagnostic criteria.

Master's Case Presentation

Overview

The purpose of the Case Presentation is to evaluate the student's learning progress in case evaluation and treatment, as well as the ability to engage in an open discussion with a panel of faculty members. In the Case Presentation, the student outlines the Case Study write-up and uses at least one process recording to 1) demonstrate their clinical learning, and 2) support their clinical conclusions. Overall, the presentation should reflect an acquisition of the skills and competencies set forth in the Practicum Learning Objectives.

Case Presentation Outline

The following is a suggested outline for the Case Presentation, which closely matches the Case Study Outline. Students are encouraged to add items or otherwise alter the order outline if such changes enhance the presentation of their thinking.

- **Reasons for choosing this case for presentation**
- **Identifying information of the patient**
- **Source of referral and identified problem/reason for referral, from the point of view of the referrer and of the client**
- **Background/brief history of referral problem**
- **History of previous treatment**
- **Relevant personal/family history**
- **Psychodynamic formulation:**
How do you understand why the client has the problem(s) for which he/she needs treatment? Include your thinking about the links between the client's current concerns, and ongoing character issues.
- **Discussion of Treatment Process:**
Include the major issues that have emerged in the treatment; discuss impasses and how they were dealt with; discuss the way the therapeutic relationship has evolved; how the client has changed (or not) emotionally, behaviorally and/or in relationships. If the case has terminated, discuss that process; if not, what do you see as continuing issues with which to be dealt?
- **Reasons for choosing the process recording(s):**
Discuss what, in your view, the session illustrates. What does it reveal about the patient, the treatment process, and you as a developing clinician?
- **What major ideas have you learned from this treatment and from the consultation process? How has your thinking about clinical treatment changed?**
- **Additional comments**

Case Study Write-Up and Clinical Presentation Timeline

August – Begin clinical consultation

November – Identify potential case

March 15 – Case Study write-up due

April 1 – Schedule Case Study Presentation

Master's Comprehensive Exam

The Comprehensive Exam is designed to test the student's ability to integrate core psychodynamic concepts and themes from the master's program. The exam is given in the spring semester of the second year of coursework. Questions will be randomly selected from a pool submitted by master's faculty/instructors and approved by the Director of the Master's Program. Students will have 7-10 days to complete their written responses, using the specific guidelines provided. A panel of Master's Faculty will grade the comprehensive exam.