

Blanton-Peale

Institute & Counseling Center

PSYCHOANALYTIC TRAINING PROGRAM

Handbook 2025-2026

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Table of Contents

About the Program.....	5
Governance and Training Board Policy (ABAP-Aligned).....	6
Handbook's Purpose	8
Welcome to Blanton Peale!	9
Anti Racism Statement	10
Institutional Compliance.....	10
General Guidelines.....	12
Ethics and Boundaries	13
Grading	14
Application for Admissions.....	17
Initiating Personal Analysis	17
Assignment of Supervisors	19
Categories of Participation in the Training.....	19
F-1 students instructions.....	20
Analyst, Faculty, and Supervisor Guidelines	21
General Requirements for Clinical Work	21
General Program Overview	22
NYSED Registered curriculum - Basic certification for licensure purposes.....	26
The Advanced Certification as psychoanalyst	30
Clinical Training Conference	30
Coursework evaluation and attendance.....	30
Blanton-Peale Use of AI Policy	32
Recommended Sequence of Courses (including the advanced coursework)	31
Brief Description of Courses	33
Clinical Work – Affiliation with the Clinical Center	36
Clinical Requirements and Guidelines	36
Clinic Support and Contacts	37
Record Keeping for Certification and Licensure	38
About the Blanton-Peale Counseling Center	38

Tuition credit for Clinical Work	39
Supervision of Clinical Work	39
Types of Supervision.....	41
Supervisory Responsibilities.....	41
Procedure for Urgent or Emergency Situations	42
Emergency Procedures	42
Supervision Parameters.....	43
Vacation Guidelines	43
Evaluation Procedures	43
Evaluation Overview	43
Processes and Procedures for Evaluations	44
Integrative Paper Evaluation (1 Hour)	45
Integrative Paper Guidelines	46
Alignment of Final Case with NYSED Requirements	50
Graduation Procedures.....	54
Resident File and Records	54
Training Requirements for Graduation	55
Code of Ethics and Disciplinary guidelines	57
Program Delivery Modality and Instructional Format.....	68
Credit Transfer Policy	70
Record Release and Record Retention.....	73
Grievance and Appeal Policies Procedures.....	75
Documentation and Transcript Responsibilities	76
Transcripts and Records.....	76
Program Fees and Expenses.....	77
Overview	77
Fee Schedule	77
Additional Fees.....	78
Financial Aid	78
Scholarships	79
Tuition and fee refund.....	80
Policy Regarding Graduation with Unpaid Fees	80

NYS License - Psychoanalysis.....	80
Year Five Clinical Skill Development.....	81
Faculty and Supervising Analysts.....	82

About the Program

The Blanton-Peale Institute and Counseling Center has a proud history as the first psychoanalytic training program registered with New York State.

Since 1968, our program has been dedicated to preparing future psychoanalysts through a rigorous and comprehensive approach to psychoanalytic theory and clinical practice. Our training follows the traditional tripartite model, which includes:

- Personal analysis with a Training Analyst
- Weekly clinical supervision (both individual and group)
- A structured didactic curriculum

Our academic curriculum is designed to give residents a strong foundation in classical psychoanalytic theory, while also exposing them to all major schools of psychoanalytic thought and contemporary developments in the field.

We foster an extraordinarily diverse, inclusive, and welcoming community in which residents are supported in becoming skilled, compassionate, and ethical psychoanalysts.

Mission Statement

The mission of the Blanton-Peale Graduate Institute is to provide advanced psychoanalytic education and clinical training of the highest academic, ethical, and professional standards. The Institute is committed to preparing psychoanalytic clinicians who demonstrate theoretical depth, clinical competence, reflective capacity, and ethical responsibility in their professional roles. Grounded in the traditions of classical psychoanalysis and informed by contemporary psychoanalytic approaches, cultural understanding, and spiritual awareness, Blanton-Peale educates residents to engage complex psychological, relational, and contextual dimensions of human experience. Through rigorous didactic instruction, supervised clinical practice, personal analysis, and scholarly inquiry, the Institute advances the development of professional identity and lifelong learning in service of individual and community mental health.

Vision Statement

The Blanton-Peale Graduate Institute aspires to be a nationally and internationally recognized center of excellence in psychoanalytic education and clinical training. The Institute envisions graduates who are ethically grounded, clinically skilled, culturally responsive, and capable of contributing meaningfully to the evolving fields of psychoanalysis and mental health. Blanton-Peale is dedicated to fostering an educational environment that bridges classical and contemporary psychoanalytic praxis, integrates interdisciplinary perspectives, and prepares clinicians to address the psychological, relational, cultural, and spiritual dimensions of life.

Core Values

1. Excellence in Psychoanalytic Education and Training

The Institute is committed to the highest standards of psychoanalytic education, clinical training, supervision, and scholarly inquiry. All instructional and clinical activities are designed to ensure depth of learning, clinical competence, and professional readiness.

2. Essential Dialogue between Psychoanalysis and Spirituality

The Institute affirms the essential dialogue between psychoanalysis and spirituality, understanding spirituality as an existential component of human life and therefore important for contextual training and practice.

3. Integration of Mind, Culture, and Meaning

Blanton-Peale recognizes the inseparability of psychological processes from cultural, relational, social, and existential contexts. Training emphasizes culturally responsive psychoanalytic practice and the integration of meaning-making processes into clinical work.

4. Ethical Integrity and Professional Responsibility

The Institute upholds the highest ethical standards in education, supervision, and clinical practice. Residents are trained in professional accountability, confidentiality, boundaries, and adherence to ethical and legal standards governing psychoanalytic and mental health practice.

5. Reflective Practice, Self-Knowledge, and Clinical Humility

The Institute affirms self-reflection, personal analysis, and ongoing professional development as essential to competent psychoanalytic practice. Training fosters openness to complexity, critical thinking, and the responsible use of self in the clinical relationship.

6. Diversity, Equity, and Inclusion

Blanton-Peale is committed to diversity, equity, and inclusion in all aspects of institutional life. The Institute values and respects differences in race, ethnicity, religion, gender identity, sexual orientation, socioeconomic status, nationality, and cultural background, and actively works to address systemic inequities within training and clinical practice.

7. Interdisciplinary Dialogue, Scholarship, and Innovation

The Institute promotes interdisciplinary collaboration and scholarly inquiry across psychoanalysis, psychology, psychiatry, social work, counseling, theology, and related disciplines. Innovation in theory, research, pedagogy, and clinical application is actively encouraged.

8. Service, Community Engagement, and Social Responsibility

The Institute affirms a responsibility to serve individuals and communities, particularly those affected by trauma, marginalization, and social injustice. Psychoanalytic training is understood as a public trust that carries obligations to clinical service, ethical leadership, and societal contribution.

Governance and Training Board Policy (ABAP-Aligned)

1. Purpose

This policy establishes the formal governance structure of the Blanton-Peale Graduate Institute and defines the authority, responsibilities, and accountability of institutional leadership, the Director of Psychoanalytic Training, the Administrative Assistant, faculty, and the Training

Board in accordance with the Standards of Accreditation of the American Board for Accreditation in Psychoanalysis (ABAP) and applicable New York State Education Department (NYSED) regulations.

2. Governance Authority and Structure

Blanton-Peale Graduate Institute operates under a clearly defined governance structure that ensures academic independence, ethical integrity, regulatory compliance, and continuous quality improvement. Governance authority is exercised through the Dean of Education, the Director of Psychoanalytic Training, the Training Board, and the Administrative Infrastructure of the Psychoanalytic Training Program.

3. Role of the Dean

The Dean holds executive authority for institutional operations, fiscal management, legal and regulatory compliance, personnel administration, and external institutional relations.

4. Role of the Director of Psychoanalytic Training

The Director of Psychoanalytic Training serves as the chief academic and administrative officer of the Psychoanalytic Training Program. Responsibilities include oversight of curriculum implementation, faculty and supervisor coordination, admissions authority, regulatory compliance, student mentorship, institutional representation, and supervision of the Administrative Assistant.

5. Role of the Administrative Assistant

The Administrative Assistant serves as a central governance support function under the supervision of the Director of Psychoanalytic Training. The Administrative Assistant is responsible for candidate recordkeeping, transcript processing, communications, scheduling, regulatory documentation support, application processing, and program logistics.

6. Training Board Authority and Responsibilities

The Training Board includes the Dean of Education, the Director of Training, and at least 4 representatives of faculty and supervisors. All representatives are appointed by the Dean of Education.

The training board is the primary academic and clinical oversight body of the Psychoanalytic Training Program and is responsible for:

- Supporting and providing recommendations on faculty and curriculum to ensure the highest standards of education and clinical training.
- Reviewing and recommending improvements to all training standards, guidelines, and requirements, including didactic instruction, clinical training, supervision, and analysis.
- Leading the program in maintaining ethical standards in accordance with ABAP expectations.
- Evaluating training processes and making final determinations regarding annual candidate evaluations, advancement, remediation, probation, and graduation.

7. Faculty Governance Collaboration

Faculty meet biannually in formally convened governance collaboration sessions to review training outcomes, support Training Board objectives, strengthen curriculum alignment, and ensure continuous quality improvement consistent with ABAP governance expectations.

8. Shared Governance and Institutional Accountability

The Training Board operates collaboratively with the Dean and the Director of Psychoanalytic Training, while retaining independent authority over academic standards, training quality, and evaluative determinations.

9. Conflict of Interest and Recusal

All governance participants must disclose conflicts of interest and recuse themselves from deliberations where impartiality could be compromised.

10. Documentation and Recordkeeping

All governance decisions and Training Board actions are formally documented and securely maintained.

11. Policy Review

This policy is reviewed biennially and updated as necessary to ensure ongoing compliance with ABAP standards and NYSED regulations.

Handbook's Purpose

This handbook provides specific guidelines for the 2025–2026 Psychoanalytic Training Program at the Blanton-Peale Institute and Counseling Center. While it serves as a helpful resource outlining key aspects of the program, it does not address every possible situation and may require interpretation and discretion in its application.

The Blanton-Peale Graduate Institute and its designated executive staff reserve the right to modify, amend, remove, or expand the procedures outlined in this handbook. Any such changes will, whenever appropriate, be made in collaboration with those affected. It is the responsibility of the Training Board, residents, and faculty to be familiar with and adhere to all policies and procedures that impact their standing within the Institute.

Dr. Marcelo Gomes, PhD
Dean of Education & Director of Psychoanalytic Training

Welcome to Blanton Peale!

Congratulations on your acceptance into the Psychoanalytic Training Program. Your potential to become a skilled psychoanalyst has been recognized, and your decision to join Blanton-Peale marks a thoughtful and meaningful step in your professional and personal journey. This commitment involves a significant investment of time, energy, and resources in pursuit of an experience that is both transformative and deeply rewarding.

As you begin your training, it is natural to feel a mix of excitement and apprehension. While you are already an accomplished professional, becoming a psychoanalyst means returning to a beginner's mindset—an essential part of growth. As the composer Igor Stravinsky once said, *"No matter what the subject may be, there is only one course for the beginner; he must at first accept a discipline imposed from without."*

Embrace the excitement of this new chapter. Familiarize yourself with this handbook—it is filled with important information designed to support your success and well-being throughout your training.

A New Identity

As a resident at Blanton-Peale, you will take on two distinct yet interconnected roles:

1. **Academic Role:** As a student enrolled in courses, you are accountable to your faculty instructors and to the Director of the Psychoanalytic Training Program.
2. **Clinical Role:** As a clinician working professionally in the clinic, you are accountable to the Clinic Director.

Thriving in the program means learning how to navigate and balance these dual responsibilities effectively.

Anti-Racism Statement

Blanton-Peale recognizes that racism inflicts deep psychological wounds, distorting both individual and collective life. Grounded in the traditions of psychoanalysis and psychotherapy, we understand that racism persists not only through external systems but also through unconscious processes—biases, defenses, projections, and internalized oppression.

We commit ourselves to the ongoing work of identifying and confronting these dynamics within ourselves, our institute, and the broader society. We know that genuine anti-racism demands emotional courage: the willingness to engage with shame, guilt, grief, and anger as integral parts of transformation.

Blanton-Peale pledges to:

- Cultivate spaces for reflection, dialogue, and training that explore the unconscious dimensions of racism.
- Advance racial equity in our organizational practices, clinical training, and therapeutic engagements.
- Support our students, faculty, clinicians, and clients of color with humility, accountability, and sustained commitment.

Psychoanalysis, at its heart, seeks to foster freedom, empathy, and deeper connection. In that spirit, Blanton-Peale stands firmly against racism and dedicates itself to the work of healing, justice, and human dignity for all.

Institutional Compliance Statement

The Blanton-Peale Graduate Institute affirms that all of its educational, clinical, and administrative operations are conducted in full compliance with all applicable **local, state, and federal laws, regulations, and professional guidelines** governing psychoanalytic training, higher education when applicable, mental health training, and clinical practice.

ABAP Accreditation Jurisdiction Statement

Accreditation by the American Board for Accreditation in Psychoanalysis (ABAP) is applicable and recognized **exclusively for psychoanalytic training programs operating within the United States and its federally recognized territories**, and does not extend beyond U.S. jurisdictional boundaries.

General Guidelines

Personal Psychoanalysis Requirement

All residents are required to complete 300 hours of individual psychoanalysis for the purpose of receiving the basic certificate for licensure purposes and 450 hours of individual psychoanalysis, conducted at a frequency of three sessions per week, with an approved psychoanalyst, for the purpose of becoming a certified psychoanalyst.

Approved psychoanalysts are certified professionals who have graduated from recognized psychoanalytic training institutes.

The Director of Training will consult with residents to support the selection of an appropriate analyst. The resident's psychoanalytic needs, preferences, and any recommendations will always be taken into account.

Residents are encouraged to ask both general and specific questions during initial consultations with potential analysts. They may meet with several approved analysts before making a selection. Residents should inform the Director of Training about their progress in selecting an analyst, report any obstacles encountered, and formally report their final choice.

The frequency and number of sessions, along with the name of the resident's analyst, will be documented in the resident's academic record. Residents are responsible for having their analyst complete a *Resident Approved Analyst Validation Form* each January and May.

"Current faculty or supervisors at the Blanton-Peale Institute may not serve as approved analysts during their tenure. Former faculty or supervisors may become eligible to serve as approved analysts three years after the conclusion of their service in those roles."

Approval to Begin Clinical Work

The Director of Training will notify the BPCC Clinic Director when a resident is approved to begin clinical work. Before initiating any clinical responsibilities, the resident must be engaged in personal analysis. This requirement applies to both full-time and part-time residents.

Ethics and Boundaries

Our residents, faculty, supervisors, psychoanalysts, and affiliates should be familiar with all the principles and standards of the American Psychoanalytic Association (APsA) as well as the ethics, policies, and guidelines of their respective discipline.

These include but are not limited to:

- National Association of Social Workers
- American Psychological Association
- American Medical Association
- American Psychiatric Association
- National Board of Certified Counselors
- National Association for the Advancement of Psychoanalysis

<https://apsa.org/about-apsa/code-of-ethics/>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.apa.org/ethics/code>

<https://code-medical-ethics.ama-assn.org/>

<https://www.psychiatry.org/psychiatrists/practice/ethics>

<https://code-medical-ethics.ama-assn.org/>

<https://naap.org/code-of-ethics/>

Professional Conduct and Boundaries

Residents, faculty, analysts, and supervisors are expected to maintain the highest standards of privacy and confidentiality. They must also uphold principles of ethical conduct that promote the well-being of patients, residents, peers, faculty, supervisors, analysts, allied professionals, and the broader community.

Clear professional boundaries are essential for creating and sustaining a supportive, collaborative, and collegial environment—one in which all residents can grow and thrive.

HIPAA and Medical Records Compliance

The Blanton-Peale Graduate Institute fully understands and complies with all legal requirements governing medical and clinical records, including the **Health Insurance Portability and Accountability Act (HIPAA)**, and remains in full compliance with all applicable **local, state, and federal regulations** regarding protected health information.

Fairness, Impartiality, and Due Process

The Blanton-Peale Graduate Institute applies its standards, policies, and procedures **fairly and consistently**. All evaluations are conducted, and all decisions are rendered, under conditions that ensure **impartiality, objectivity, and due process**, supporting ethical governance and professional accountability.

Grading

1. Graduate-Level Instructional Expectations

Each course in the psychoanalytic training program is constructed around:

- Advanced theoretical readings from academic books and peer-reviewed journals
- Application of theory to clinical material
- Critical analysis and case formulation
- Integration of multiple psychoanalytic models
- Supervision-based feedback loops

Faculty qualifications:

The rigor of Blanton-Peale Training is also attributed to the qualifications of our faculty, which comprises 11 instructors with terminal degrees (8 PhDs, including 3 clinical psychologists, 1 MD who is a psychiatrist, and 2 DMin) and 4 master-level instructors. See the brochure attached.

2. residents in training must demonstrate:

- Conceptual mastery of complex theoretical material through written assignments and clinical presentations
- Application of theory to clinical practice
- Integration of readings, seminar discussion, and supervisory feedback
- Professional-level written and verbal communication

- All coursework is delivered by faculty who are certified psychoanalysts, psychologists, psychiatrists, or licensed clinicians with advanced credentials.

3. Pass/Fail General Evaluation System and Criteria

Students may receive a High Pass (HP), Pass (P), Low Pass (LP), Incomplete (I), In Progress, (IP), Continuing (C), No Credit (NC) or Withdrawal (W). Students are generally evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This is demonstrated both in classroom discussion and written work.

The standards for passing are rigorous, clearly defined, and require students to demonstrate substantive mastery as they need to read robust literature (already sent in the Sillabi), engage in class participation, submit written assignments, meet oral evaluations in clinical presentations, submit to annual evaluations, comply with OMH regulations when seeing patients at Blanton-Peale Counseling Center, attend mandatory group supervision that is linked to theoretical and clinical studies)

Attendance Requirement: Residents must attend at least 75% of all course meetings. Failure to meet this attendance requirement results in an automatic failure of the course. This requirement ensures that no resident can pass a course without sustained engagement and participation.

4. Components Used to Determine Whether a Student Passes

Instructors are responsible for using appropriate assessment tools, such as those described above, and according to the Sillabus, and determining whether a resident has achieved a satisfactory level of learning in a given course. This evaluation is documented using the official form provided in my previous email.

5. Faculty evaluate students using the following required components:

- Demonstration of mastery of readings and theory
- Evaluated through seminar discussion, clinical application, and instructor-led examination of concepts.
- Clinical application of theory
- In clinical courses and seminars, residents must present their own cases, provide analytic formulations, and demonstrate competency in applying theory to practice.
- Written assignments
- Many courses require written clinical formulations, analytic reflections, or theoretical syntheses.
- Instructor evaluation of participation and analytic reasoning

- Faculty assess resident engagement, contributions to discussion, and capacity to think and reason at a graduate level.
- Professionalism and ethical comportment
- Residents must meet expectations for professional maturity, confidentiality, ethical reasoning, and reflective practice.

6. Grading Criteria for Pass/Fail Determination

- Whether learning objectives were met
- Each course has defined teaching goals and required competencies aligned with NYSED's nine content domains (e.g., psychodiagnosis, psychopathology, technique, ethics).
- A student passes only if all learning outcomes for the course were adequately met.

7. Grading criteria for all assignments: (To help you understand the form previously sent)

Preparedness

Participation

Integration of readings

Clinical reasoning

Theoretical understanding

Professional behavior

Attendance

Failure to meet expectations in any category results in a failing grade or a requirement to remediate.

8. Standard for Passing

- Meets 75% attendance
- Demonstrates adequate mastery of the Sillabus content
- Demonstrates competency in clinical application appropriate to a post-graduate psychoanalytic training program
- Submits all required work
- Receives instructor approval signifying competence to a post-graduate psychoanalytic training program

9. Programmatic Structures Ensuring Rigor

In addition to individual course assessments, Blanton-Peale requires residents to undergo:

Annual evaluations

Phases evaluations

Supervisory evaluations
Clinical-theoretical examinations
A major integrative case paper of 75 pages and oral defense

Application for Admissions

Admissions are processed and decided by the Director of Training in consultation with the Dean of Education and the Training Board.

We invite applications from:

- Graduates of Masters Programs
- Mental health professionals with a master degree or higher
- International students (F-1)**

**International students must submit their foreign master's degree to the New York State Office of the Professions for approval prior to acceptance into the program. This submission is made through the psychoanalysis licensing application. While the student is not applying for a license, this is the only available method for validating a foreign degree.

<https://www.op.nysesd.gov/professions/psychoanalysts/application-forms>

Initiating Personal Analysis

Incoming residents are strongly encouraged to begin the process of interviewing, selecting, and starting treatment with an approved analyst as soon as possible after meeting with the Director of Training.

While the decision to select an analyst requires thoughtful consideration, residents are expected to begin individual personal analysis no later than mid-October.

Residents who are already engaged in personal analysis may request to continue treatment with their current analyst. Continuation may be approved if the following criteria are met:

- The analyst is a certified psychoanalyst listed in a recognized directory such as NAAP, APsA, IPA, IFPS, or another equivalent professional body.

- The analyst meets BLANTON-PEALE GRADUATE INSTITUTE 's requirements for approved analyst status and provides appropriate verification to the Director of Training for review and approval.

If, at any point during the training, either the resident or the approved analyst determines that a change in analyst is necessary, the resident must consult with the Director of Training. In such cases, the selection process for a new approved analyst will begin. Residents must remain in personal analysis throughout the period in which they are providing clinical services.

Assignment of Supervisors

The assignment of a clinical supervisor takes place prior to the start of clinical work. The Director of Training will be the one responsible for this assignment.

Categories of Participation in the Training

Full-Time Psychoanalytic Training

The Psychoanalytic Training Program follows a four-year curriculum. Classes are held on Tuesdays and Wednesdays, and residents must be available during both daytime and evening hours for clinical appointments. Full-time residents are expected to complete the program and receive their certificate within four years. Due to scheduling conflicts and instructor availability, classes may ultimately be held on alternate days and times during the week.

Part-Time Psychoanalytic Training

While full-time participation is the ideal model for psychoanalytic education, some residents may have professional or personal obligations that require a more flexible approach. In such cases, a part-time training plan may be developed in collaboration with the Director of Training.

Part-time residents are expected to participate in Clinic Case Seminars, Clinic Training Conferences, and enroll in three academic courses. They are encouraged to maintain a small caseload and must remain in individual psychoanalysis throughout their training and while treating clients. Part-time residents are expected to complete the certificate program within six years.

F-1 STUDENTS INSTRUCTIONS

APPROPRIATE FULL-TIME ENROLLMENT

U.S. federal regulations require international F-1 students to maintain full-time enrollment throughout their program, uphold good academic standing, and make normal academic progress toward their certification objective. Registration must meet minimum enrollment requirements. Psychoanalytic training residents must be enrolled for at least 9 credit hours.

ONLINE/DISTANCE LEARNING COURSE POLICY

Based on federal regulations requiring physical presence, F-1 international students are subject to restrictions regarding online coursework. Remember that not complying with federal regulations regarding online/distance education courses can lead to losing F-1 status. F-1 residents can count three credits in an online/distance learning course per trimester toward the full-time enrollment requirement. Therefore, a minimum of 6 out of 9 credits on-campus.

SUMMER ENROLLMENT

Residents are not required by immigration regulations to enroll in the summer session if they are full-time in the spring semester and will continue their enrollment in the fall semester. Residents may choose to study, return home, or work on campus (or off-campus if eligible and if authorized in advance) in the summer. Students authorized for full-time Curricular Practical Training (CPT) may also be exempted from enrolling in classes without jeopardizing their non-immigrant status, but should check with the director of psychoanalytic training first.

EXCEPTIONS TO FULL-TIME ENROLLMENT

If a resident is unable to handle a full-time course load due to medical reasons, a letter of recommendation from the Counseling Center or physician is required. Finally, if a resident is in their last semester or has finished all required coursework, for instance, residents enrolled in the capstone course or doing their final paper during the fall and spring semesters are considered full-time, even if they register for fewer than 9 credit hours.

PDSO/DSO APPROVAL

All F-1 students must register for courses with DSO or PDSO advisement.

Analyst, Faculty, and Supervisor Guidelines

General Policies

- Current BLANTON-PEALE GRADUATE INSTITUTE faculty or supervisors may not serve as approved analysts for residents during their faculty/supervisory tenure.
- A faculty member or supervisor becomes eligible to serve as an approved analyst only after a minimum of three years from the end of their tenure.
- Analysts may treat no more than one resident from the same training phase or year.
 - If two residents entering the program simultaneously are in treatment with the same analyst, the situation will be reviewed by the Admissions Committee.
 - The Committee will assess whether continuing with the same analyst would disrupt either resident's treatment and determine the best course of action.
- Approved analysts are expected to adhere strictly to their professional Code of Ethics and the ethics of the American Psychoanalytic Association (APsA) , National Association for the Advancement of Psychoanalysis (NAAP), and comply with New York State regulations governing psychoanalytic practice.

General Requirements for Clinical Work

- Assignment of a supervisor, and selection of an analyst must occur before the resident begins any clinical work.

Clinical Case Tracking and Electronic Health Record System

The Blanton-Peale Institute and Counseling Center maintains all **clinical case tracking, documentation, and treatment records through the Valant Electronic Mental Health (EMH/EHR) system**, a secure, HIPAA-compliant electronic health record platform. Valant is used for the accurate documentation, monitoring, storage, and reporting of all clinical services, ensuring compliance with **federal, state, and professional regulatory standards** for behavioral health and psychoanalytic training.

General Program Overview

Below are the requirements for:

- Limited permit status (on route to final licensure)
- License Qualifying Certificate in Psychoanalysis
- Advanced Certification in Psychoanalysis. As outlined below this program requires additional hours of personal psychoanalysis and supervision/control supervision and control cases. The advanced certification meets the requirements of the American Psychoanalytic Association (APsA) and possible membership to the International Psychoanalytic Association (IPA).
- Non-licensure qualifying certificate. Individuals who want to become certified psychoanalysts but are not applying for a New York license can complete the non-licensure training program. Although this certification track does not lead to licensure in New York, it aligns with ABAP standards for analytic certification. Clinicians already licensed in psychoanalysis within the scope of their practice, as well as individuals from other jurisdictions, may apply to this track.

The training components are outlined below.

Coursework consists of 702 clock hours (39 courses of 18 clock hours each) of instruction in psychoanalysis as follows:

I. 27 courses in psychoanalysis

- 21 courses exploring the fundamentals of psychoanalytical theory, technique, and practice
- 2 courses in contemporary psychoanalysis
- 2 elective courses
- 8 terms of Clinical Case Seminars
- 8 terms of Clinical Training Conference

The program has three phases:

Phase I consists of all 100 level courses and clinical seminars a-f.

Phase II consists of all 200 level courses.

Phase III consists of all 300 level courses and the Capstone Seminars.

If a candidate is seeking a limited permit status (before obtaining final licensure) the candidate must complete:

- Phase I and Phase II courses.
- 150 hours of individual supervision
- 300 hours of personal analysis

The completion of Phase III and all other requirements will qualify the candidate for a psychoanalyst certificate and the NY license in psychoanalysis.

II. Personal analysis

Blanton-Peale requires personal psychoanalysis with a Certified Psychoanalyst beginning in the first semester of attendance.

Blanton-Peale requires a minimum of 300 hours of personal psychoanalysis with a Certified Psychoanalyst at least twice a week. Personal psychoanalysis should begin by the end of the first trimester of attendance (meets the requirement for the license qualifying certificate in psychoanalysis).

Requirements for the Advanced Certificate in Psychoanalysis:

For the Advanced Certificate in Psychoanalysis a candidate must complete 450 hours of psychoanalysis in a 3X per week frequency.

III. Supervised analysis/control analysis

A minimum of 200 clock hours of the candidate's clinical work must be completed with two psychoanalytic cases, under the supervision of at least two different supervisors, over the course of training. Once a candidate begins the clinical portion of training, they must remain in group supervision until program completion.

- At least 100 clock hours of supervision with one supervisor focused on one control case.
- At least 50 clock hours of supervision with another supervisor focused on the second control case.
- At least 50 additional clock hours of supervision with one of the two supervisors, or with a third supervisor, focused on one of the control cases.

- Weekly group supervision beginning in the second year and continuing until the candidate completes their clinical hours (typically in the fourth year or beyond). On average, this amounts to 150 hours of group supervision.

Requirements for the Advanced Certificate in Psychoanalysis:

- A minimum of 300 clock hours with 3 different control supervisors and 2 control cases.
- A minimum of 150 clock hours of weekly general supervision with a clinic supervisor is required. The supervisor will be a certified psychoanalyst appointed by the director of psychoanalytic training. Once a candidate begins the clinical portion of training, they must remain in supervision until the program is completed.
- At least 100 clock hours (2 years) of individual supervision with one supervisor must be dedicated to a primary control case.
- At least 50 clock hours (1 year) of individual supervision with a different supervisor must be focused on a secondary control case.

Note: For the Advanced Certification in Psychoanalysis, candidates are required to complete two control cases. Each control case must be conducted over a minimum of two years at a frequency of three sessions per week.

IV. Clinical Experience

Completion of at least 1000 face-to-face clock hours in the practice of psychoanalysis.

Clinical experience under controlled supervision of clinical cases may begin once a candidate has:

- Completed one full year of attendance,
- Participated in a minimum of 75 personal psychoanalysis sessions, and
- Successfully completed at least six courses, including:
 - CCS-a: Introduction to Psychoanalytic Clinical Practice
 - CCS-b: Psychoanalytic Ethics
 - PS 101: Psychoanalytic Diagnosis I

V. Additional Clinical Hours for Diagnostic Privilege:

To fulfill New York State (NYS) regulations, additional clinical hours are required for diagnostic privilege. Candidates must complete a total of 2,000 hours of supervised, direct client contact, which must include, but is not limited to:

- Diagnosis
- Psychotherapy
- Development of assessment-based treatment plans

NYSED Registered curriculum - Basic certification for licensure purposes

a. (xx) personality development: (total program time 198 clock hours)

PS 105 – Freud I: Introduction to Psychoanalytic Theory and Practice (18 clock hours)

PS 106 – Freud II Introduction to Psychoanalytic Theory and Practice (18 clock hours)

PS 107 – Growth and Development I (18 clock hours)

PS 108 – Growth and Development II (18 clock hours)

PS 203 – Object Relations Theory (18 clock hours)

PS 207 Sociocultural Influence on Growth and Psychopathology (18 clock hours)

PS 209 – Human Sexuality in Psychoanalytic Theory and Practice (18 clock hours)

SI a thru d – Spirituality Integration Courses a thru d (18 clock hours each)

b. (xxi) psychoanalytic theory of psychopathology (total program time 306 clock hours)

PS 101: Psychoanalytic Diagnosis I (18 clock hours)

PS 102: Psychoanalytic Diagnosis II (18 clock hours)

PS 105 – Freud I: Introduction to Psychoanalytic Theory and Practice (18 clock hours)

PS 106 – Freud II Introduction to Psychoanalytic Theory and Practice (18 clock hours)

PS 107 – Growth & Development I (18 clock hours)

PS 108 – Growth & Development II (18 clock hours)

PS 109 – Use of Dreams in Psychoanalysis I (18 clock hours)

PS 110 – Jung I: The Symbolic Nature of the Psyche (18 clock hours)

PS 111 – Jung II: The Symbolic Nature of the Psyche (18 clock hours)

PS 203 – Object Relations Theory (18 clock hours)

PS 209 – Human Sexuality in Psychoanalytic Theory and Practice (18 clock hours)

PS 301 – Advanced Psychoanalytic Theory and Practice (18 clock hours)

PS 303 – Contemporary Psychoanalytic Thought (18 clock hours)

PS 304 – Contemporary Psychoanalytic Thought (18 clock hours)

PS 306 – Use of Dreams in Psychoanalysis II (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

c. (xxii) psychoanalytic theory of psychodiagnosis (total program time 270 clock hours)

PS 101 – Psychoanalytic Diagnosis I (18 clock hours)

PS 102 – Psychoanalytic Diagnosis II (18 clock hours)

PS 109 – Use of Dreams in Psychoanalysis I (18 clock hours)

PS 301 – Advanced Psychoanalytic Theory and Practice (18 clock hours)

PS 303 – Contemporary Psychoanalytic Thought (18 clock hours)

PS 304 – Contemporary Psychoanalytic Thought (18 clock hours)

PS 306 – Use of Dreams in Psychoanalysis II (18 clock hours)

PS 110 – Jung I: The Symbolic Nature of the Psyche (18 clock hours)

PS 111 – Jung II: The Symbolic Nature of the Psyche (18 clock hours)

CCS c – Analysis of Defense (18 clock hours)

CCS d – Analysis of Resistance (18 clock hours)

CCS e – Analysis of Transference/Countertransference, emphasis on Transference (18 clock hours)

CCS f – Analysis of Transference/Countertransference, emphasis on Countertransference (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

d. (xxiii) sociocultural influence on growth and psychopathology (total program time 180 clock hours)

PS 107: Growth and Development I (18 clock hours)

PS 108: Growth and Development II (18 clock hours)

PS 207 Sociocultural Influence on Growth and Psychopathology (18 clock hours)

PS 209 – Human Sexuality in Psychoanalytic Theory and Practice (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

SI a – d Spirituality Integration Courses a – d (4 courses at 18 hours each)

e. (xxiv) practice technique (including dreams and symbolic processes (total program time 180 clock hours)

PS 109 – Use of Dreams in Psychoanalysis I (18 clock hours)

PS 301 Advanced Psychoanalytic Theory and Process (18 clock hours)

PS 306 – Use of Dreams in Psychoanalysis II (18 clock hours)

CCS b – Introduction to Psychoanalytic Clinical Practice (18 clock hours)

CCS c – Analysis of Defense (18 clock hours)

CCS d – Analysis of Resistance (18 clock hours)

CCS e – Transference/Countertransference with emphasis on Transference (18 clock hours)

CCS f – Transference/Countertransference with emphasis on Countertransference (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

f. (xxv) analysis of resistance, transference and countertransference (total program time 180 clock hours)

PS 207 Sociocultural Influence on Growth and Psychopathology (18 clock hours)

PS 301 – Advanced Psychoanalytic Theory and Practice (18 clock hours)

PS 303 – Contemporary Psychoanalytic Thought (18 clock hours)

PS 304 – Contemporary Psychoanalytic Thought (18 clock hours)

CCS c: Analysis of Defense (18 clock hours)

CCS d: Analysis of Resistance (18 clock hours)

CCS e: Transference/Countertransference with emphasis on Transference (18 clock hours)

CCS f: Transference/Countertransference with emphasis on Countertransference (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

g. (xxvi) case seminars on clinical practice (total program time 252 clock hours)

CCS c: Analysis of Defense (18 clock hours)

CCS d: Analysis of Resistance (18 clock hours)

CCS e: Transference/Countertransference with emphasis on Transference (18 clock hours)

CCS f: Transference/Countertransference with emphasis on Countertransference (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

CTC a thru h: Clinical Training Conference (18 clock hours for each of 8 terms)

h. (xxvii) practice in psychopathology and psychodiagnosis (total program time 144 clock hours)

PS 109 Use of Dreams in Psychoanalysis I (18 clock hours)

CCS b – Introduction to Psychoanalytic Clinical Practice (18 clock hours)

CCS c – Analysis of Defense (18 clock hours)

CCS d – Analysis of Resistance (18 clock hours)

CCS e – Transference/Countertransference with emphasis on Transference (18 clock hours)

CCS f – Transference/Countertransference with emphasis on Countertransference (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

i. (xxviii) professional ethics and psychoanalytic research methodology (total program time 216 clock hours)

CCSa – Clinical Case Seminar: Professional Ethics for Psychoanalysis (18 clock hours)

PS 208 – Psychoanalytic Research Methodology (18 clock hours)

CCS g – Clinical Case Seminar, Capstone I (18 clock hours)

CSS h – Clinical Case Seminar, Capstone II (18 clock hours)

CTC a thru h – Clinical Training Conference (18 clock hours for each of 8 terms)

The Advanced Certification as psychoanalyst

The additional requirements need to be fulfilled in order to receive the Advanced Certification in Psychoanalysis

Coursework:

NPS 107 Freud III: Papers on Technique and Famous Cases (18 clock hours)

NPS 204 Object Relations Theory II (Winnicott) and the Independent Group (18 clock hours)

NPS 303 Bion and post-Bionians (18 clock hours)

NPS 306 Psychosomatics (18 clock hours)

NPS 307 Psychoanalysis in the broader community (18 clock hours)

NPS 308 Termination (18 clock hours)

Personal Analysis: 450 hours of personal analysis, 3 times weekly

Supervision of two control cases: One case three times a week for two years, and a second case three times a week for one year.

Description of CTC (Clinical Training Conference)

The Clinic Training Conference (CTC) offers both experiential and conceptual resources to support the ongoing education and professional development of the resident. The conference is designed to enrich their evolving professional identity within the context of psychoanalytic practice.

CTC also provides residents, particularly those in the final phase of their program, the opportunity to present clinical cases for peer and supervisory review. These sessions may feature guest speakers or panelists who have demonstrated significant contributions to the field through academic scholarship, research, publication, and clinical work, offering diverse professional perspectives.

The CTC is held on Wednesdays and follows the academic calendar for both fall and spring semesters. Attendance is required for all residents throughout the duration of their psychoanalytic training. This requirement also applies to those extending their training beyond four years or conducting any clinical hours credited toward graduation at the Blanton-Peale Counseling Center.

Coursework evaluation and attendance requirements

Instructors are responsible for selecting appropriate assessment tools and determining whether a resident has achieved a satisfactory level of learning in a given course. This evaluation is documented using the official form provided by the administrative assistant.

Residents are required to attend at least 75% of each course, which typically equates to a minimum of 10 out of 12 class sessions. Failure to meet this attendance requirement—defined as missing 3 or more classes—will result in an automatic failure of the course. The course must then be retaken in its entirety to receive credit.

Leave of absence

Residents may take a leave of absence for up to 12 months. Failure to resume training within this period will result in automatic termination from the program. Residents who wish to return after termination must reapply for admission as residents. Leaves of absence cannot be granted for a term in which the resident is currently enrolled, nor can they be applied retroactively.

Blanton Peale's USE of AI Policy

Permitted Use of AI Tools:

- Pre-Writing: Students may use AI tools to research topics, gather genre-specific samples, brainstorm ideas, and develop outlines prior to drafting their own work.
- Revising: Students may use AI tools to assist with proofreading, including correcting spelling, grammar, punctuation, and similar surface-level issues after they have written the content themselves.

Prohibited Use of AI Tools:

- In alignment with Blanton Peale's commitment to academic integrity and ethics standards, residents are strictly prohibited from using AI tools to engage in dishonest academic practices. This includes, but is not limited to, submitting AI-generated content as their own work or relying on AI to write assignments or academic submissions on their behalf.

Recommended Sequence of Courses (including the advanced coursework)

Phase I

PS 101 Freud I - 1893 to 1922

PS 102 Psychoanalytic Theory of Development: Human Growth and Development Part I

PS 103 Psychoanalytical Diagnosis I
PS 104 Freud II - 1922 to 1940
PS 106 Psychoanalytical Diagnosis II
PS 107 Freud III: Papers on Technique and Famous Cases
PS 108 Use of Dreams in Psychoanalysis I

Clinical Case Seminar-a: Introduction to Psychoanalytical Clinical Practice
Clinical Case Seminar-b: Professional Ethics for Psychoanalysis

Phase II

PS 201 Object Relations I (Klein and the Kleinians/post Kleinians)
PS 202 Sociocultural influence on Growth and Psychopathology
PS 203 Psychoanalytical Research and Methodology
PS 204 Object Relations II (Winnicott and the Independent Group)
PS 205 Psychoanalytic Perspectives on Gender and Sexuality
PS 206 Use of Dreams in Psychoanalysis II

Clinical Case Seminar-c: Analysis of Defense
Clinical Case Seminar-d: Analysis of Resistance
Clinical Case Seminar-e: Transference
Clinical Case Seminar-f: Countertransference

Phase III -All courses from Phase I and Phase II should be completed.

PS 301 Advanced Psychoanalytical Theory and Process
PS 302 Contemporary Psychoanalytical Thought I: Comparative Orientations
PS 303 Bion and post Bionians
PS 304 Contemporary Psychoanalytical Thought II: Contemporary Freudian
PS 305 Psychosomatics
PS 306 Termination
PS 307 Psychoanalysis in the Broader Community

Clinical Case Seminar-g: Capstone I
Clinical Case Seminar-h: Capstone II

CTC-Clinical Training Conference

a through h (8 clock hours for each of 8 terms).

This involves a weekly community meeting, offered two terms per year.

Electives- Two electives required (18 clock hours each).

Electives will vary from year to year.

Brief Description of Courses

PHASE I

PS 101 Freud I: The purpose of this course is to introduce basic concepts of psychoanalysis. Emphasis is given to Freud's writings from 1893 to 1922.

PS 102 Psychoanalytical Theory of Development-Human Growth and Development Part I: This course is the first of two courses that examine developmental theory from a psychoanalytical perspective. This course will primarily focus on birth through adolescence.

PS 103 Psychoanalytical Diagnosis I: This course focuses on psychoanalytical diagnosis, its meaning and usage. Diagnostic systems such as the DSM-5-TR, the ICD 10 and the PDM 2 will be discussed.

PS 104 Freud II: The evolution of Freud's ideas is explored in the context of his writings from 1922 to 1940. Prerequisite Freud I.

PS 105 Psychoanalytical Theory of Development-Human Growth and Development Part II: This course will examine the bio-psycho-social issues in human growth and development from adolescence through death utilizing a psychoanalytical lens. Prerequisite Human Growth and Development I.

PS 106 Psychoanalytical Diagnosis II: This course deepens the understanding of the theory and clinical practice of areas studied in the first part of these series. Prerequisite Freud I, Psychoanalytical Diagnosis I and either completion or concurrent registration in Freud II.

PS 107 Freud III Papers on technique and famous cases: This course will focus on Freud's papers on technique and some of his most prominent cases such as: Dora, the Rat Man, the Wolf Man, Little Hans and Schreber. Prerequisites Freud I and Freud III.

PS108 Use of dreams in psychoanalysis I: Freud said that dreams were the "royal road to a knowledge of the unconscious activities of the mind." In this course we will become familiar with the most salient aspects of dream interpretation delineated in Freud's *The Interpretation of Dreams*. We will analyze the importance of working with dreams in the therapeutic situation and explore the connections among dreams, daydreams, memory, and fantasy. In addition, we

will analyze the evolution of Freud's dream theory from the perspective of contemporary psychoanalytical thought.

**Residents must be seeing patients

Clinical Case Seminars:

CCS-a Introduction to Psychoanalytical Clinical Practice: Foundational concepts in the practice of psychoanalysis will be addressed, such as the psychoanalytic frame, the nature of defenses, resistances, transference, countertransference, and unconscious processes. The notion of how to build a psychoanalytical mind will be explored as well as the differences between psychoanalysis and psychoanalytical oriented psychotherapy.

CCS-b Professional Ethics for Psychoanalysis: This course aims to foster an understanding of what constitutes an ethical and legal psychoanalytic practice.

PHASE II

PS 201 Object Relations I. This course provides an in-depth study of Melanie Klein, her contributions to the object relations perspective and the work of other post Kleinian theorists. Prerequisite Freud I and II.

PS 202 Sociocultural Influence on Growth and Psychopathology: This course will focus on the way we view culture and psychopathology through a psychoanalytical lens. The different discourses and practices that are part of sociocultural perspectives and their impact on the psychoanalytical process will be explored.

PS 203 Psychoanalytical Research and Methodology: This course will explore the empirical methods for research in psychoanalysis.

PS 204 Object Relations II: This course offers an in-depth exploration of the work of D.W. Winnicott and other members of the British Independent Group. Prerequisite Object Relations I.

PS 205 Psychoanalytical Perspectives on Gender and Sexuality: This course will explore the complexities of gender and sexuality through psychoanalytic theory; from a classical position to the elaboration and contributions of feminist, relational, and queer perspectives.

PS 206 Use of Dreams in Psychoanalysis II: This second course on Dreams focuses on post-Freudian, contemporary, and neuro psychoanalytical perspectives in regards to the use of dreams in clinical work.

Prerequisite Use of Dreams in Psychoanalysis I.

Clinical Case Seminars:

CCS-c Analysis of Defense. This course focuses on the identification, analysis, interpretation, and clinical manifestations of resistances.

CCS-d Analysis of Resistance. This course will illustrate how resistances manifest in the clinical encounter. The process of analyzing resistances and facilitating the working through process will be explored.

CCS-e Transference/Countertransference with emphasis on Transference. Transference in the context of the psychoanalytic encounter has been broadly defined as the displacement of feelings, behaviors, thoughts, and desires originally experienced in relation to significant figures from childhood/the past onto the analyst. Using as a point of departure Freud's notion of transference, this course explores the evolution of this concept. It will emphasize transference's recognition, its development and emergence in the psychoanalytic relationship, and how it can further the analytical process or present itself as a resistance.

CCS-f Transference/Countertransference with emphasis on Countertransference. Using as a point of departure Freud's notion of countertransference this course tracks the evolution of the term, moving from a classical perspective to views presented by ego psychology, object relations, self-psychology, and contemporary relational perspectives. The purpose of this course is to gain a deeper understanding of the concept and the invaluable tool it represents in treatment, paying close attention to the self-scrutiny of the analyst

PHASE III

PS 301 Advanced Psychoanalytic Theory and Process: This course provides an introductory overview of the clinical presentation, diagnosis, and treatment of more severe non-neurotic patients. Prerequisites Phase I and Phase II must be completed.

PS 302 Contemporary Psychoanalytic Thought I Comparative Orientations: This is the first course of two. This course provides an overview of Neo-Freudian perspectives in American Psychoanalytical Discourse and the drift to Relational Psychoanalysis. As such it focuses on Ego Psychology, Interpersonal Psychoanalysis, American Object Relations, Self Psychology and Relational/Intersubjective perspectives. Prerequisite completion or concurrent registration in Advanced Psychoanalytic Theory and Process.

PS 303 Bion and post-Bionians: This course will provide an in-depth exploration of the work of Wilfred Bion and other post-Bionian theorists.

PS 304 Contemporary Psychoanalytic Thought II Contemporary Freudian: This course is organized around the development of Freud's seminal work. The role of the *après coup*,

Laplanche's premise of enlarged sexuality, Lacanian perspectives, and contemporary views on perversions will be explored among other relevant topics.

PS 305 Psychosomatics: This course will explore psychosomatic states through the lens of the French Psychosomatic School.

PS 306 Termination: From Freud's Analysis Terminable and Interminable this course centers about all the components surrounding the termination of psychoanalysis or psychoanalytic oriented psychotherapy.

PS 307 Psychoanalysis in the Broader Community: This course examines how theory and practice can extend beyond the therapeutic room. Intersectionality and other political and sociocultural phenomena will be addressed.

Clinical Case Seminars: These seminars are intended to provide support for completion of the final integrative paper. They are taken during the last year of training.

CCS-g Capstone I

CCS-h Capstone I

Electives: Different topics relevant to psychoanalysis will be offered to the residents.

Clinical Work – Affiliation with the Clinical Center

The clinical training experience includes individual therapy with a diverse range of patients, as well as work with adolescents, couples, and families.

Clinical Requirements and Guidelines

1. Every resident must see a minimum of 8 patients at clinic, including the two control cases

2. **Location of Clinical Work**

All clinical hours credited toward the BLANTON-PEALE GRADUATE INSTITUTE certificate and graduation must be completed at the Blanton-Peale Counseling Center in Manhattan.

3. **Definition of Direct Client Contact**

Direct client contact refers exclusively to face-to-face therapeutic sessions with individuals, couples, or families. The following activities do not count as direct contact:

- Telephone communication
- Case planning
- Observation

- Record keeping
- Travel
- Administrative duties
- Professional consultations
- Supervision

Exceptions:

- Face-to-face assessments/intakes that go beyond clerical work and include clinical focus
- Psycho-education sessions

4. Scheduling and Room Use

Residents may see clients during all Counseling Center operating hours. Mondays, Fridays, and Saturday mornings are especially valuable and often underutilized. Please only reserve rooms for times you will be actively using them, to ensure availability for all residents. Room scheduling must be done electronically.

5. Documentation Expectations

Residents must:

- Maintain Progress Notes for every session (signed and dated)
- Submit Supervisory Notes every 6–8 weeks (signed by both resident and supervisor)
- Complete Annual Treatment Plans and Quarterly Updates (signed and dated)
- Provide Transfer/Closing Summaries when applicable (signed and dated)
- Ensure all charts include required forms:
 - HIPAA Tracking Form
 - Physical Exam Form
- Report any incidents or client deaths immediately and notify the Clinic Director
- Notify the Clinic Directors immediately in emergency situations
- Obtain MCO authorizations promptly
- Follow up on outstanding fees and co-pays

All documentation must be completed accurately and submitted on time.

Clinic Support and Contacts

(Note: The clinic staff cannot assist with supervision hours, course issues, or training-related inquiries.)

- **Training-Related Questions:**
Contact Dr. Marcelo Gomes, Director of Training, or Dr. Wilda Mesias, Assistant Director of Training
- **Facility Issues:**
Contact Tim Roberts
- **Billing Questions:**
Contact Karen Andre, Billing Manager
- **Administrative Issues:**
Contact Elizabeth Garcia, Clinic Manager
- **Medication Management:**
Contact Dr. Suzanne Mallouk, MD, Director of Psychiatric Services

Please ensure you are familiar with clinic protocols. The Clinic Manual is available for specific policies and procedures.

Record Keeping for Certification and Licensure

Residents are responsible for the accurate documentation of all clinical activity. This includes:

- **Daily Clinical Activity Sheet:** Must be submitted to record all patients seen each day, including completed intake sessions.
- **Electronic Medical Records (EMR):** All patients must be entered into the EMR system.
- **Quarterly Reports:** The administrative assistant receives quarterly data from the Comptroller listing the clinical hours completed by each resident.
- **Training Abstracts:** Each resident will have a Training Abstract that includes:
 - Clinical hours
 - Individual and group supervision hours
 - Personal analysis hours
 - Evaluation committee outcomesThis serves as the cumulative document used to verify hours toward certification and licensure.

Residents must also independently track their clinical hours to ensure they meet total hour requirements. The New York State Education Department (NYSED) mandates accurate, verified clinical and supervisory records. Residents are fully responsible for all documentation and paperwork related to their clinical work.

About the Blanton-Peale Counseling Center

The Blanton-Peale Counseling Center is a non-sectarian, non-profit mental health facility licensed by the New York State Office of Mental Health. It is approved to accept Medicaid, Medicare, select insurance plans, and private pay clients. Services include:

- Individual, couples, and family therapy
- Adolescent treatment
- Psychiatric evaluations and medication management

The professional staff is multidisciplinary and diverse in cultural, ethnic, and faith backgrounds, and includes psychiatrists, psychologists, psychoanalysts, pastoral psychotherapists, marriage and family therapists, and clinical social workers.

Tuition credit for Clinical Work

Residents are eligible for a tuition credit based on clinical hours completed, up to the required 1,000 hours. Tuition credit may be applied directly toward:

- Tuition
- Supervision fees

The maximum tuition credit a resident may receive throughout the course of training is \$20,000. Tuition Credit availability is determined by the financial department and is not guaranteed by policy.

The current tuition credit formula awards \$35 per session for any sessions exceeding 115 within a six-month period. For example, if a resident completes 180 sessions in six months, they would receive credit for 65 sessions (180 - 115) at \$35 each, totaling \$2,275. This amount can be applied toward any training program expenses.

Tuition credit chart

First Qt (July, Aug & Sept)	57 Sessions belong to BP
Second Qt (Oct, Nov & Dec)	58 Sessions belong to BP
Third Qt (Jan, Feb and March)	57 Sessions belong to BP
Fourth Qt (April, May & June)	58 Sessions belong to BP
Credit per Session	\$35

Supervision of Clinical Work

Importance of Supervision

A central focus of psychoanalytic training at the Blanton-Peale Graduate Institute is the development of clinical competence in psychoanalysis. This is achieved through intensively supervised clinical work within the supervisor–resident relationship.

Throughout the four years of training, residents receive multidisciplinary supervision from several supervisors with diverse theoretical orientations. Supervision is provided through individual sessions, group formats, control analysis, and clinical case seminars.

Supervision is tailored to meet each residents' needs, taking into account clinical readiness, caseload size, and recommendations from the Evaluation Committee.

Residents whose coursework or clinical hours extend beyond the standard four-year plan must consult with the Director of Training, Counseling Center Director, and their Chair to establish an appropriate supervisory schedule. All clinical hours that count toward the BLANTON-PEALE GRADUATE INSTITUTE certificate must be supervised by an approved BLANTON-PEALE GRADUATE INSTITUTE .

Residents must complete and submit a supervision form quarterly to their supervisor for review and signature. The signed form should then be submitted to the administrative assistant.

Supervision is billed on a per-session basis, and residents are responsible for payment.

Supervisors are paid according to the rates outlined in their contracts.

Supervisory Assignments

The Director of Training, in consultation with the resident, is responsible for all supervisory assignments. Residents may indicate their preferences in writing, which will be carefully considered when assigning new supervisors. Residents who anticipate unique supervisory needs or require a modified schedule should arrange a meeting with the Director of Training.

Supervisors are typically not assigned to a resident for more than two consecutive years. Availability (including days, times, on-site/off-site preferences, and necessary credentials) should be communicated to the Director of Training.

Types of Supervision

- **Group weekly supervision** 150 clock hours of weekly general group supervision. Once a resident begins the clinical experience portion of the training at Blanton-Peale Counseling Center, the resident must remain under weekly group supervision until program completion.
- **Control case supervision 1:** At least 100 clock hours of individual supervision with one supervisor focused on one control case. Residents typically begin this supervision in the second year, or earlier if approved to see clients during the preceding summer.
- **Control case supervision 2:** At least 50 clock hours with a different supervisor focused on a second control case

Supervisory Responsibilities

It is the responsibility of your supervisor to:

- Provide timely and appropriate supervision of clinical work throughout the course of training.
- Listen to clinical segments presented by the resident on a timely and consistent basis.
- Recommend additional or supplemental readings relevant to clinical work or issues that arise.
- Abide by the Code of Ethics associated with their professional affiliation and comply with New York State regulations regarding supervision.
- Review and sign progress notes, treatment plans, supervisory notes, chart documentation, and fee reviews.
- Periodically review client charts on-site and monitor medication as appropriate.
- Evaluate the resident's proficiency in completing required documentation as mandated by the Counseling Center.
- Identify and address any deficiencies in the resident's performance, and work collaboratively to develop effective strategies for bringing documentation into compliance.

Supervisors are also expected to:

- Reschedule or, when necessary or appropriate, cancel supervisory sessions.
- Develop a mutually agreed-upon schedule for individual supervision during holidays or vacation periods.
- Be available for emergency consultations when needed.

The supervisor must submit a completed *Supervisory Hours Form* to the resident in time for inclusion in their Evaluation Packet. The supervisor should also prepare a written evaluation of

the resident's clinical work. This evaluation must be discussed with the resident during a supervisory session prior to submission and should be included in the Evaluation Packet.

Procedure for Urgent or Emergency Situations

The resident holds overall responsibility for their assigned clients and is the primary person responsible for handling emergencies, whether the Counseling Center is open or closed.

Residents are expected to:

- Check voicemail messages at regular intervals.
- Provide updated contact information (e.g., alternate phone numbers) to the receptionist on a monthly basis.
- Submit a vacation schedule in advance and ensure appropriate clinical coverage by notifying both the covering clinician and the receptionist.

In the event of a client emergency:

- The resident should first contact the appropriate supervisor for guidance.
- The general principle is that those who know the patient best should handle the situation, in collaboration with supervisory support.

Emergency Procedures

Residents are expected to understand the dynamics of emergency situations and be prepared to provide the most appropriate and effective interventions. Both residents and supervisors must be familiar with—and regularly review—the Emergency Procedures outlined in the BP Counseling Center Manual.

Psychiatrists involved in medication management for BPCC clients are to be contacted only by the resident, either via email or in person. Patients are not permitted to contact psychiatrists directly.

Critical incidents, such as a client's hospitalization, death, or suicide, must be reported immediately to the BPCC Director. Any mandated internal reviews and reports will be conducted in collaboration with the Director.

Each year, the BPCC Director distributes a packet of important guidelines and forms to all supervisors. The Emergency Procedures are included in this annual distribution.

Supervision Parameters

- All clinical work submitted for BLANTON-PEALE GRADUATE INSTITUTE certification must be supervised by an approved BLANTON-PEALE GRADUATE INSTITUTE supervisor.
- Residents are financially responsible for all required and scheduled supervision sessions.
- Supervisors and residents are expected to maintain a consistent weekly supervision schedule, barring illness, emergencies, or pre-arranged absences.

Vacation Guidelines

Supervisors typically take vacations during the following periods:

- Christmas to New Year's
- Presidents' Week (February)
- The week prior to Easter
- Four additional summer weeks (at the supervisor's discretion)

Supervisors are expected to coordinate vacation schedules with their residents to ensure both continuity of client care and adequate supervision during absences.

Evaluation Procedures

Resident's evaluations offer residents an opportunity to engage in reflective review of their clinical work, academic progress, and personal development. These evaluations are conducted annually and may lead to adjustments in coursework, supervision, or the resident's personal analysis schedule.

Evaluation Overview

- Evaluations are conducted when residents are ready to advance to the next phase of training.
- Residents must be available to attend a 30-minute Evaluation Committee meeting.
- Each Evaluation Committee consists of:
 - The resident's group supervisor
 - The resident's individual supervisors.
 - Director of Training and Assistant Director of Training

Fee: \$360 per evaluation (*included in tuition*)

Processes and Procedures for Evaluations

Clinical Theoretical Evaluation

- Held after fall semester for residents graduating in June
- Scheduled for 90 minutes
- Committee same as above
- Fee: \$485 (included in tuition)

Integrative Paper Evaluation

- Held in April prior to graduation
- Scheduled for 60 minutes
- Based on previously submitted Integrative Paper
- Committee includes three Readers selected by the Director of Training
- Fee: \$600 (included in tuition)
- Classes, clinical work, and supervision continue during this period

Evaluation Packet Checklist (for Non-Graduating Residents)

Residents must submit the following prior to the evaluation:

- Self-assessment evaluation which has been discussed with their individual supervisor
- Individual supervisor evaluation
- Group supervisor evaluation
- Checklist of courses taken

Supervisor's Evaluation Responsibilities

Each supervisor must complete a supervisory evaluation form of their supervisee for inclusion in the resident's Evaluation Packet. This should be discussed in supervision prior to submission.

Evaluation Committee Responsibilities

During the Evaluation Session:

Resident Responsibilities

- Present (not read) their self-evaluation.
- Engage in discussion with the committee on substantive issues raised in reports and during the session.

- Conclude by summarizing the key points covered.

Committee Responsibilities

- Facilitate an in-depth and thoughtful discussion of key issues raised in the reports and self-evaluation.
- Address discrepancies between supervisory reports and resident self-assessment.
- Ensure the committee evaluates the adequacy and appropriateness of the resident's supervision relative to their caseload and clinical development.
- Invite the resident to summarize the discussion at the end of the session.
- Forming a recommendation:
 1. Continue in training
 2. Continue with provisions
 3. Discontinue training

All forms will become part of the resident's record

Evaluation of Clinical Theoretical Competence (January – 1.5 Hours)

Resident Responsibilities

1. Present a segment of individual clinical work, including a typed transcript.

Chair Responsibilities

1. Following the evaluation, prepare a narrative summary outlining the key points discussed.
2. Prepare a second version of the Narrative Summary formatted as a **Letter of Recommendation**, in case the resident requests it in the future.
3. Share both summaries with all committee members for review and approval.
4. Forward final versions to the **Director of Training and Admissions** and the **Counseling Center Director**.

Integrative Paper Evaluation (1 Hour)

Overview

The integrative paper is a research-based exploration of a single clinical case, reflecting the resident's theoretical orientation. It synthesizes clinical and research knowledge, demonstrating the resident's analytic development.

Purpose

This paper serves as a culminating requirement for graduation from the Psychoanalytic Program, integrating theoretical understanding with clinical application. It involves:

- A detailed case analysis using a specific theoretical model.
- A review of relevant literature (historical and contemporary).
- A qualitative/quantitative evaluation of outcomes.

Evaluation Process for Integrative Paper

1. **Committee Composition:**
 - A three-member Integrative Paper Evaluation Committee will be formed.
 - The Director of Training selects the committee and assigns areas of specialization for each reader.
2. **Fee:**
 - \$600 (included in tuition).
3. **Resident Preparation:**
 - The resident must review the Integrative Paper Guidelines (see below).
4. **Evaluation Focus:**
 - Committee members thoroughly review the Integrative Paper.
5. **Narrative Summary:**
 - Prepared by the Chair following evaluation.
 - Indicates acceptance status: *accepted*, *pending corrections*, or *not accepted*.
 - Includes recommendations and is shared with the committee, the **Dean/CEO**, and the **Director of Training**.
6. **Revisions:**
 - If significant revisions are required, the full committee will re-read the paper and may schedule a second meeting.
 - Additional fees apply.
 - The committee will make a final decision regarding acceptance.

Integrative Paper Guidelines

Purpose

The Integrative Paper serves as a demonstration of the resident's ability to synthesize and articulate their understanding of psychoanalytic theory, clinical practice, and personal

development. It should reflect how these elements have come together to shape the resident's identity and approach as a psychoanalyst.

Key Objectives

- Articulate your primary theoretical orientation.
- Reflect on how this orientation has informed your clinical work.
- Demonstrate integration of theoretical knowledge, clinical experience, and personal growth.
- Illustrate your evolving perspective as a developing analyst.

Theoretical Orientation Options

Choose one (or integrate more than one, if applicable) of the following orientations to anchor your paper:

- Classical or Contemporary Freudian
- Ego Psychology
- Object Relations
- Relational
- Self-Psychology
- Intersubjective
- Self-Psyhcology
- Modern Psychoanalysis

Recommended Structure for the Integrative Clinical Case Paper

This paper should present a comprehensive and reflective account of a psychoanalytic treatment. It integrates clinical description, supervisory insight, theoretical grounding, and personal reflection.

1. Description of the Treatment

This core section should provide a clear and detailed overview of the treatment process. It must include:

- **Formulation of Clinical Issues**
Define the central psychological conflicts, symptoms, and internal dynamics that were addressed in the treatment. Explain how these issues manifested and evolved throughout the analytic work.

- **Countertransference and Supervisor's Input**
Demonstrate your understanding of countertransference phenomena as they arose in the treatment. Describe how these were explored with your supervisor, what insights emerged, and how they informed your clinical understanding.
- **Implementation of Supervisory Guidance**
Illustrate how you applied supervisory feedback and recommendations. Use specific examples to show how these interventions influenced your clinical choices and shaped the therapeutic process.
- **Clarity and Clinical Relevance**
Ensure that all presented material is coherent, well-organized, and directly related to the analytic process. Use appropriate clinical language and avoid extraneous detail.

2. Progression of the Analysis

Offer an integrative narrative tracing the development of the analytic work over time. This should focus on process rather than chronological reporting and include:

- Emergent central themes
- Key turning points, including therapeutic impasses or breakthroughs
- Evolution of transference and countertransference dynamics
- Development and fluctuations in the analytic alliance

Describe how the patient communicated both verbally and non-verbally, and how you responded in the moment and in later reflection (e.g., supervision, personal analysis). Clearly differentiate between in-session content and interpretive or reflective commentary.

When addressing dream work, explore the patient's associations and how symbolic or unconscious material was engaged in the session.

If the analysis has terminated, include a description of the termination process—how it was introduced, managed, and experienced by both analyst and patient.

3. Conclusions and Reflections

Summarize the overall therapeutic outcomes and your reflections on the analytic process:

- **Therapeutic Outcomes**
Discuss both external changes (e.g., symptom relief, improved functioning) and internal shifts (e.g., emotional growth, increased self-awareness, changes in relational patterns).
- **Effectiveness and Challenges**
Reflect on which interventions were most effective, what aspects of the treatment presented difficulties, and areas where a different approach might have been beneficial.

- **Use of Self and Professional Development**

Consider your own development as a clinician during this case. Explore how you used yourself in the therapeutic relationship and what you learned through the process.

You may frame your reflections through your preferred theoretical lens. For example:

- **Self-Psychology / Intersubjective:** Mirroring, empathy, mutual influence, and resonance
- **Classical:** Psychosexual phases, Oedipus complex, repression
- **Object Relations:** Containment, internal object world, and the facilitating environment

If the analysis is ongoing, provide informed projections about areas of continued or future work.

4. Addenda (Optional but Recommended)

Include supporting documents that provide clinical context or deepen the understanding of the case. These may include:

- Medication records
- Medical or psychiatric consultations
- Psychological, educational, or neuropsychological testing
- Other relevant professional documentation

Confidentiality Reminder: All identifying patient information must be redacted or anonymized to protect privacy.

5. Final Material

To further enrich the case presentation, residents are encouraged to include:

- **Relevant Literature**

Provide a list of theoretical or clinical references that informed your understanding and work with this patient.

- **Patient-Created Expressive Material (if available and consented)**

With the patient's explicit permission, you may include artwork, poetry, or other creative expressions. These should serve to deepen the understanding of the patient's inner life and the analytic process

- **Implementation of Supervisory Guidance**

Illustrate how you applied your supervisor's recommendations in your work with the patient. Provide specific examples showing how these interventions influenced the analytic process.

- **Clarity and Relevance of Material**

Present the case in a coherent and focused manner. Use precise, clinically appropriate language, and ensure that all material is directly relevant to the analytic process.

Alignment of Final Case with NYSED Requirements

This case narrative format aligns with the **New York State Education Department (NYSED)** case narrative examination requirements and reflects the standards of the Blanton-Peale Psychoanalytic Training Program.

Section I: Identifying Data & Description of Patient

In this section, the applicant should:

1. Describe the initial contact and any resistances to it
2. Describe the initial appointment and any resistance to it
3. Include referral source and referral condition if unusual
4. Include descriptive characteristics (age, ethnic background, physical appearance and body language, employment history, educational background, living circumstances)
5. Include pertinent medical and psychotherapeutic history
6. Clarify contracts regarding length, frequency and fee of sessions
7. Show understanding of dynamics of resistance in any of these contracts
8. Present the material with clarity, relevance, and appropriate language

Section II: Presenting Problem

In this section, the applicant should:

1. Adequately describe the presenting problem as the patient perceived it
2. Demonstrate a psychoanalytic understanding of the patient's presenting problem
3. Psychoanalytically define what a presenting problem is (a reason or excuse to enter treatment; a symptom; a metaphor; resistance; symbol, etc.)
4. Relate background information to presenting problem
5. Present the material with clarity, relevance, and appropriate language

Section III: Background Material and Social History

In this section, the applicant should:

1. Adequately present a description of the patient's psychological and sexual history and understanding of himself (childhood shyness, aggression, loneliness, popularity, modes of functioning and adapting)
2. Include patient's recollections of significant events, memories, traumas, developmental milestones
3. Include patient's descriptions of and interactions with mother, father, siblings, other important people of childhood
4. Include any conceptions of relations between past functioning and present circumstances
5. Present the material with clarity, relevance, and appropriate language

Section IV: Diagnostic Understanding and Formulation

In this section, the applicant should:

1. Include assessment of defenses and autonomous functioning in the diagnostic process
2. Include assessment of self and object manifestations and intra-psychic issues in the diagnostic process
3. Integrate background material into diagnostic understanding
4. Integrate presenting problem into diagnostic understanding
5. Demonstrate understanding of the therapeutic relationship as part of the diagnostic process
6. Present interventions between patient and analyst and patient's responses to interventions
7. Demonstrate understanding of environmental/social issues in diagnostic process
8. Formulate a diagnosis and present a rationale consistent with supporting evidence and theory
9. Present the material with clarity, relevance, and appropriate language

Section V: Initial Phases of Psychoanalytic Process

In this section, the applicant should:

1. Include descriptions of therapeutic relationship between analyst and patient: typical interactions and control issues concerning fees, use of couch, free association, lateness, missed sessions, etc.
2. Demonstrate an understanding of psychoanalytic interventions (interpretations, communications, and interactions) and provide examples of such interventions, including the rationale for their use
3. Demonstrate recognition of resistance and provide examples
4. Demonstrate recognition of transference and provide examples
5. Demonstrate recognition of defense mechanisms and provide examples
6. Demonstrate recognition of counter-transference with the analytic process and provide examples
7. Demonstrate the use of dreams to further the analytic process
8. Present the material with clarity, relevance, and appropriate language

Section VI: Later Developing Phases of Psychoanalytic Process

In this section, the applicant should:

1. Include descriptions of shifts, changes, or deepening of transference relationships
2. Include descriptions of how the continuing/deepening of transference relationship was facilitated through analyst's interventions and communications
3. Demonstrate evidence (or lack of) of patient's emotional growth, changes that have occurred in patient and patient's life as a result of analysis
4. Demonstrate evidence (or lack of) of patient's strengthened ego functioning and reality testing
5. Provide an understanding of major themes appearing in the therapy (object constancy, narcissistic injury, obsessive/compulsive tendencies, depression, etc.)
6. Provide a rationale for continuation or termination of analysis
7. Present the material with clarity, relevance, and appropriate language

Section VII: Supervisory Issues

In this section, the applicant should:

1. Demonstrate an understanding of the use of clinical supervision
2. Clearly identify supervisory issues pertinent to the case
3. Adequately convey the supervisor's guidance with respect to resistance and transference. Graduates must provide the **correct spelling of their names** and a list of certificates earned for diploma preparation.

Formatting Specifications & Submission Timeline

- **Length:** 75 to 125 pages
- **Format:** Double-spaced, standard 12-point font, with one-inch margins
- **Citation Style:** APA (American Psychological Association)
- **References:** All theoretical material must be properly cited using APA format

A required research class will be offered to review APA style and formatting expectations for the Integrative Paper. Residents are strongly encouraged to work with a tutor. Tutors must:

- Be current faculty members at the Blanton-Peale Institute
- Be approved by the Director of Training
- Not serve on the Reading Committee

Tutor selection, scheduling, and fees are the responsibility of the resident.

Submission Deadline

Four printed copies of the completed paper must be submitted to the Director of Training by 5:00 p.m. on the first Wednesday of March.

Submitted papers will be distributed to the Integrative Paper Evaluation Committee, composed of three faculty "Readers." Each Reader will review a specific focus area and contribute to an overall assessment of the paper.

Graduation Procedures

Graduation from the Blanton-Peale Graduate Institute typically takes place on a Wednesday in June.

Planning and Participation:

- Graduation is organized by the graduating class in consultation with the Director of Training and the Administrative assistant.
- Planning should begin in March, with a group meeting including the Director of Training.

the core of the case study and should comprise at least two-thirds of the total report. It is expected to offer a comprehensive, integrative narrative that reflects both the course of treatment and the resident's development as a psychoanalytic clinician.

Graduation Event:

- Includes a ceremony, honored guests, invitations, luncheon, and entertainment—all coordinated by the graduates with administrative support.

Resident File and Records

Each analyst-in-training has a file that includes materials from all end-of-semester evaluations, such as:

- Self-Evaluations
- Supervisor Evaluations
- Committee Reviews
- Client Hour Reports
- Supervisory Hour Reports
- Analysis Validation Forms
- CTC Attendance Records
- Course Evaluations and Summaries
- Relevant correspondence

These files are kept securely in the Office of the Director of Training. Upon graduation, the file is archived in the Alumni File Room.

Training Requirements for Graduation

Upon successful completion of all academic, clinical, and personal analytic requirements, the Blanton-Peale Graduate Institute awards a Certificate in Psychoanalysis. This certificate signifies that the resident has met the following criteria:

1. Coursework

Completed a minimum of 39 required courses, including Clinic Training Conferences and Clinical Case Seminars.

2. Clinical Work

Conducted at least 1,000 hours of direct client treatment.

3. Supervision

Participated in a minimum of 300 hours of supervision, including both individual clinical supervision and control analysis.

4. Integrative Paper

Authored and received approval for an Integrative Paper that synthesizes theoretical understanding and clinical application.

5. Clinical Presentation

Presented a clinical case to an audience of faculty members and fellow residents as part of the final training requirements.

6. Personal Psychoanalysis

Engaged in personal analysis with a Blanton-Peale approved psychoanalyst, with a required frequency of three times per week for a total of 450 hours.

Code of Ethics and Disciplinary Guidelines

I. Purpose and Scope

This Code of Ethics and Disciplinary Guidelines establishes the ethical standards, professional expectations, and disciplinary procedures governing all residents, faculty, supervisors, training analysts, administrators, and affiliated clinicians of the Blanton-Peale Psychoanalytic Training Program.

This document is formally aligned with:

- New York State Education Department (NYSED) regulations governing registered psychoanalytic training programs and licensure in psychoanalysis
- American Board for Accreditation in Psychoanalysis (ABAP) Standards of Accreditation
- American Psychoanalytic Association (APsA) Code of Ethics
- National Association for the Advancement of Psychoanalysis (NAAP) Code of Ethics

This Code supplements, and is to be read in conjunction with, the Blanton-Peale Psychoanalytic Training Program Handbook and all applicable institutional policies. In the event of conflict, NYSED regulations and ABAP standards shall prevail.

II. Ethical Foundations

The Blanton-Peale Institute affirms that psychoanalytic education and clinical practice are grounded in ethical responsibility, professional integrity, respect for persons, and commitment to the public trust. Ethical conduct is understood not only as compliance with rules, but as a reflective and ongoing professional stance.

All members of the Institute community are expected to:

- Protect the welfare, dignity, and rights of patients, residents, and colleagues
- Maintain appropriate professional boundaries
- Practice within the limits of their training, competence, and authorization
- Engage in honest self-reflection and seek consultation when ethical tensions arise
- Uphold the integrity of psychoanalysis as a profession and discipline

III. Core Ethical Principles

1. Responsibility to Patients

All clinical services must prioritize patient welfare. Exploitation, neglect, abuse, or misuse of the therapeutic relationship is strictly prohibited.

Residents and faculty must:

- Maintain confidentiality in accordance with HIPAA, NYSED regulations, and professional ethics
- Obtain informed consent appropriate to the clinical setting and training status
- Practice only under appropriate supervision and authorization
- Refrain from dual or multiple relationships that impair professional judgment or risk harm

2. Professional Boundaries

Sexual, romantic, financial, or exploitative relationships with current patients are strictly prohibited. Boundary violations with former patients are also prohibited when they risk exploitation or harm, consistent with APsA and NAAP standards.

Boundary violations within the training community (e.g., between faculty and residents, supervisors and supervisees, analysts and candidates) are subject to heightened scrutiny due to inherent power differentials.

3. Confidentiality and Privacy

All members must safeguard confidential information obtained through clinical work, supervision, teaching, evaluation, and governance. Confidential material may be shared only:

- For legitimate educational, supervisory, clinical, or administrative purposes
- In compliance with law and institutional policy
- With appropriate de-identification when used for teaching or evaluation

4. Professional Competence

Residents and faculty must maintain competence through education, supervision, consultation, and self-reflection. Clinical work beyond one's level of training or outside the scope of authorization is prohibited.

5. Integrity and Honesty

All academic, clinical, and administrative representations must be truthful and accurate. This includes:

- Clinical documentation
- Academic work and evaluations
- Reporting of clinical, supervision, and analysis hours
- Applications, credentials, and public representations

Academic dishonesty, falsification of records, or misrepresentation of qualifications constitutes a serious ethical violation.

6. Respect, Equity, and Non-Discrimination

Blanton-Peale affirms its Anti-Racism Statement and commitment to diversity, equity, and inclusion. Discrimination, harassment, or retaliation based on race, ethnicity, religion, gender identity, sexual orientation, disability, nationality, or other protected status is strictly prohibited.

IV. Ethical Responsibilities by Role

A. Residents

Residents are expected to:

- Adhere to all ethical standards governing psychoanalytic practice and training
- Maintain appropriate conduct in academic, clinical, and institutional settings
- Engage fully in supervision and personal analysis
- Follow clinic, documentation, and emergency procedures
- Report ethical concerns or boundary violations through appropriate channels

B. Faculty and Supervisors

Faculty and supervisors are expected to:

- Model ethical professional conduct
- Maintain appropriate evaluative and supervisory boundaries
- Provide accurate, fair, and timely evaluations
- Avoid conflicts of interest and disclose potential conflicts
- Uphold due process and confidentiality in evaluative and disciplinary matters

C. Training Analysts

Training analysts must:

- Maintain strict analytic boundaries
- Avoid dual roles and conflicts of interest
- Refrain from evaluative or supervisory roles with their analysands
- Comply with APsA, NAAP, and NYSED ethical standards

V. Reporting Ethical Concerns

1. Duty to Report

All members of the Institute have an ethical responsibility to report suspected ethical violations that pose risk to patients, residents, or the integrity of the training program.

2. Reporting Channels

Concerns may be reported to:

- Director of Psychoanalytic Training
- Dean of Education
- Training Board Chair (when applicable)

Reports may be made in writing or orally and should include relevant facts and documentation when available.

3. Protection from Retaliation

Retaliation against individuals who report concerns in good faith is strictly prohibited and constitutes a separate ethical violation.

VI. Disciplinary Framework

1. Principles of Due Process

All disciplinary actions shall adhere to principles of fairness, impartiality, proportionality, and due process, consistent with ABAP standards and NYSED expectations.

2. Levels of Concern

Ethical concerns may be categorized as:

- Informal concerns requiring guidance or consultation
- Removable ethical or professional deficiencies
- Serious ethical violations

3. Possible Actions

Depending on severity, actions may include:

- Informal advisement or corrective guidance
- Written warning
- Required remediation plan
- Increased supervision or monitoring
- Probation
- Suspension from clinical or academic activities

- Termination from the training program

4. Authority

The Training Board holds primary authority for disciplinary determinations related to training status, advancement, probation, and termination, in consultation with the Director of Training and Dean of Education.

VII. Disciplinary Procedures

1. **Preliminary Review:** Upon receipt of a concern, the Director of Training conducts an initial review to determine whether formal action is warranted.
2. **Notification:** The individual involved is notified in writing of the concern and process.
3. **Investigation:** Relevant information is gathered, including documentation and interviews when appropriate.
4. **Committee Review:** The Training Board or a designated subcommittee reviews findings.
5. **Determination:** A written decision is issued, including rationale and any required actions.
6. **Right to Respond:** The individual may submit a written response for inclusion in the record.

VIII. Appeals

Residents may appeal disciplinary decisions affecting their training status by submitting a written appeal to the Dean of Education within the timeframe specified in institutional policy. Appeals are limited to:

- Procedural error
- New information not previously available
- Disproportionate sanction

IX. Relationship to External Reporting

Certain ethical violations may require reporting to external bodies, including:

- NYSED Office of the Professions
- Licensing boards
- Professional associations
- Legal or regulatory authorities

Blanton-Peale will comply with all mandatory reporting obligations.

X. Policy Review and Amendments

This Code of Ethics and Disciplinary Guidelines is reviewed biennially by the Training Board to ensure continued compliance with NYSED regulations, ABAP standards, and evolving professional ethics.

This document is formally adopted as part of the Blanton-Peale Psychoanalytic Training Program governance framework.

Code of Ethics and Disciplinary Guidelines - Appendix A – NYSED Regulatory Alignment

Purpose of This Appendix

This appendix documents how the Blanton-Peale Code of Ethics and Disciplinary Guidelines aligns with New York State Education Department (NYSED) requirements governing registered psychoanalytic training programs and licensure in psychoanalysis. It is intended for regulatory review, audit support, and institutional self-study.

This appendix is interpretive and explanatory; it does not replace statutory or regulatory authority.

NYSED Legal and Regulatory Framework

The Code of Ethics and Disciplinary Guidelines is aligned with:

- New York Education Law, Article 163 (Psychoanalysis)
- Commissioner's Regulations, 8 NYCRR §52.27 (Registered psychoanalytic programs)
- NYSED Office of the Professions standards for licensure, supervision, scope of practice, and professional conduct
- Applicable state and federal confidentiality laws, including HIPAA

Alignment Table

1. Public Protection and Ethical Practice

NYSED Expectation: Training programs must safeguard the public by ensuring ethical conduct, competent practice, and appropriate supervision.

Blanton-Peale Alignment:

- Code of Ethics §II–III establishes patient welfare, non-exploitation, and professional responsibility as core principles

- §IV defines role-specific ethical obligations for residents, faculty, supervisors, and training analysts
- §VI–VII provide graduated disciplinary mechanisms to address ethical risk

2. Scope of Practice and Authorization

NYSED Expectation: Candidates may practice only within the scope of training and under approved supervision.

Blanton-Peale Alignment:

- Code §III.4 (Professional Competence)
- Code §IV.A (Resident Responsibilities)
- Handbook-linked requirements for supervisory authorization prior to clinical work

3. Supervision Requirements

NYSED Expectation: Clinical practice must occur under qualified supervision, with clear documentation and oversight.

Blanton-Peale Alignment:

- Code §IV.B–C (Faculty, Supervisor, and Analyst Responsibilities)
- Disciplinary authority for supervision violations (§VI)
- Documentation integrity requirements (§III.5)

4. Confidentiality and Recordkeeping

NYSED Expectation: Programs must ensure confidentiality and proper clinical documentation.

Blanton-Peale Alignment:

- Code §III.3 (Confidentiality and Privacy)
- Explicit HIPAA compliance language
- Ethical sanctions for breaches of confidentiality

5. Due Process and Fairness

NYSED Expectation: Institutions must provide fair, impartial processes for evaluation and disciplinary action.

Blanton-Peale Alignment:

- Code §VI.1 (Principles of Due Process)

- Formal notification, investigation, and decision-making procedures (§VII)
- Right to appeal (§VIII)

6. Reporting Obligations

NYSED Expectation: Programs must comply with mandatory reporting laws and cooperate with regulatory authorities.

Blanton-Peale Alignment:

- Code §IX (Relationship to External Reporting)
- Explicit acknowledgment of NYSED Office of the Professions reporting obligations

Regulatory Readiness Statement

This appendix demonstrates that Blanton-Peale's ethical and disciplinary framework meets NYSED's expectations for public protection, professional accountability, and institutional governance within a registered psychoanalytic training program.

Adopted by the Training Board as a formal interpretive appendix to the Code of Ethics and Disciplinary Guidelines.

Code of Ethics and Disciplinary Guidelines - Appendix B – ABAP Ethics and Governance Crosswalk

Purpose

This crosswalk demonstrates alignment between the Blanton-Peale Code of Ethics and Disciplinary Guidelines and the Standards of Accreditation of the American Board for Accreditation in Psychoanalysis (ABAP). It is designed for accreditation self-study, site visits, and continuous quality improvement.

ABAP Standards Alignment

1. Ethical Conduct and Professional Responsibility

ABAP Standard: Programs must define ethical standards consistent with professional psychoanalytic organizations and ensure ethical practice.

Blanton-Peale Alignment:

- Code §II–III establishes ethical foundations aligned with APsA and NAAP

- Explicit prohibition of exploitation, boundary violations, and misconduct

2. Governance and Authority

ABAP Standard: Programs must maintain clear governance structures with authority over academic standards and discipline.

Blanton-Peale Alignment:

- Code §VI.4 assigns disciplinary authority to the Training Board
- Governance consistency with Training Board policy

3. Due Process and Fair Evaluation

ABAP Standard: Institutions must ensure fairness, transparency, and due process in evaluations and disciplinary actions.

Blanton-Peale Alignment:

- Code §VI.1 (Due Process Principles)
- Formal procedures (§VII) and appeals (§VIII)

4. Faculty and Supervisor Responsibility

ABAP Standard: Faculty and supervisors must model ethical conduct and maintain evaluative integrity.

Blanton-Peale Alignment:

- Code §IV.B (Faculty and Supervisor Responsibilities)
- Conflict-of-interest disclosures and recusal requirements

5. Protection of Candidates

ABAP Standard: Programs must protect candidates from abuse of power and ensure safe reporting mechanisms.

Blanton-Peale Alignment:

- Code §III.2 (Power differentials)
- §V (Reporting Ethical Concerns)
- Non-retaliation protections

6. Documentation and Recordkeeping

ABAP Standard: Programs must document ethical and disciplinary actions.

Blanton-Peale Alignment:

- Code §VI–VII documentation requirements
- Secure recordkeeping and institutional retention

Accreditation Assurance Statement

This crosswalk affirms that Blanton-Peale's ethical and disciplinary framework satisfies ABAP expectations for ethical governance, candidate protection, and institutional accountability.

Reviewed and approved by the Training Board for ABAP accreditation purposes.

Blanton-Peale Psychoanalytic Training Program

Disciplinary Process Flowchart



Color Key: Blue = Intake & Review | Green = Informal Resolution | Yellow = Investigation | Red = Disciplinary Determination | Light Blue = Appeal & External Reporting

Program Delivery Modality and Instructional Format (Hybrid Synchronous Model in Compliance with NYSED, ABAP, and SEVIS)

The Blanton-Peale Psychoanalytic Training Program is delivered in a hybrid instructional format utilizing synchronous, real-time instruction, combining in-person and live virtual learning environments. This delivery model is intentionally designed to ensure full compliance with:

- New York State Education Department (NYSED) regulations for licensure-qualifying psychoanalytic programs, including 8 NYCRR §52.34;
- American Board for Accreditation in Psychoanalysis (ABAP) Standards of Accreditation, including requirements related to instructional integrity, faculty oversight, student engagement, clock-hour verification, and educational equivalence;
- Student and Exchange Visitor Information System (SEVIS) and SEVP regulations governing F-1 visa students under 8 CFR §214.2(f).

All academic instruction delivered through virtual technology is conducted exclusively in a synchronous, real-time format, with simultaneous faculty and student participation. Asynchronous or correspondence-based instruction is not used to satisfy required NYSED or ABAP instructional clock hours.

Alignment with ABAP Accreditation Standards

Consistent with ABAP Standards for Psychoanalytic Education and Training, Blanton-Peale ensures that:

- Instruction is faculty-directed, interactive, and pedagogically supervised, whether delivered in person or virtually;
- Learning objectives, content depth, and academic rigor are fully equivalent across in-person and synchronous virtual formats;
- Student participation is active, observable, and documented in all didactic and clinical training activities;
- Instructional hours are verifiable and auditable through institutional attendance tracking systems;
- Faculty remain directly responsible for instructional delivery, assessment of learning outcomes, and academic oversight in all instructional modalities.

The hybrid delivery model is implemented solely as a method of instructional access and does not modify, dilute, or substitute any core psychoanalytic training standards required by ABAP for didactic, clinical, supervisory, or evaluative components of the program.

Compliance with NYSED Regulations

In accordance with 8 NYCRR §52.34 and applicable Office of the Professions requirements:

- All coursework is delivered through instructor-led, synchronous instruction;
- Clock hours are documented through real-time attendance verification for both in-person and virtual sessions;
- All required content areas—psychoanalytic theory, psychopathology, diagnostic methodology, ethics, and clinical practice—are delivered with full instructional integrity and faculty oversight;
- Hybrid delivery does not alter the instructional structure, supervision intensity, or curricular scope required for licensure eligibility in New York State.

SEVIS and F-1 Visa Compliance

Blanton-Peale complies fully with SEVIS and SEVP regulatory requirements under 8 CFR §214.2(f) for international students enrolled under F-1 visa status. Accordingly:

- International students meet all physical presence and instructional participation requirements as mandated by federal regulation;
- Synchronous online instruction is used only to the extent permitted by SEVP guidance and never as a substitute for required in-person participation when such participation is mandated;
- Enrollment status, instructional modality, academic progress, and attendance are formally monitored and documented in SEVIS;
- Any instructional modifications affecting international students are implemented only with formal SEVP authorization and documented institutional compliance.

Technology Platform and Institutional Licensing

Blanton-Peale utilizes Microsoft Teams as its official institutional platform for synchronous distance instruction, supported by a Microsoft Teams Education (Enterprise) License. This platform provides a secure, FERPA-compliant and HIPAA-appropriate virtual instructional environment. The Zoom platform can be used at the instructor's discretion and following the same guidelines.

- All students, faculty, supervisors, and instructors are issued individual institutional Microsoft Teams licenses for official academic and clinical training use.
- Microsoft Teams is utilized for:

- Didactic coursework
- Clinical Case Seminars
- Clinical Training Conferences
- Supervision (where permitted by NYSED and regulatory standards)
- Academic advising and formal evaluations

All virtual instructional sessions are conducted live and interactively, are attendance-verified and institutionally logged, protected by institutional cybersecurity and data-security protocols, and are subject to academic audit and accreditation review.

Instructional Integrity, Attendance, and Quality Assurance

In alignment with ABAP expectations for educational accountability and program quality assurance, Blanton-Peale maintains:

- Continuous faculty presence and instructional responsibility across all delivery formats;
- Documented attendance verification for all instructional sessions;
- Formal monitoring of student engagement and learning outcomes;
- Periodic review of instructional delivery through faculty evaluation, curriculum oversight, accreditation compliance review, and NYSED reporting structures.

The hybrid synchronous modality is implemented to expand access while fully preserving the analytic training relationship, institutional accountability, and licensing-qualifying educational rigor required for professional psychoanalytic education.

Academic Credit Transfer Policy (Aligned with ABAP Standards and NYSED Regulations)

1. Purpose

The purpose of this policy is to establish clear standards and procedures for the review, evaluation, and acceptance of transfer academic credits into the Blanton-Peale Graduate Institute Psychoanalytic Training Program in compliance with the American Board for Accreditation in Psychoanalysis (ABAP) standards and New York State Education Department (NYSED) laws and regulations for psychoanalytic training.

2. Scope

This policy applies to all applicants and currently enrolled residents seeking transfer of academic coursework completed at other institutions toward Blanton-Peale psychoanalytic certification.

3. Regulatory Framework

Transfer credit decisions are governed by:

- New York State Education Department (NYSED) psychoanalysis licensing regulations.
- ABAP accreditation standards for psychoanalytic education.
- Institutional academic integrity and curriculum standards.

All accepted transfer credits must align fully with NYSED-required content areas and clock-hour mandates.

4. General Principles

Transfer credit is not automatic and is granted only when coursework:

- Is equivalent in depth, scope, and rigor to Blanton-Peale offerings.
- Meets NYSED clock-hour requirements.
- Was completed at an accredited institution. If not accredited, having the equivalent level of accreditation standards for psychoanalysis.
- Reflects psychoanalytic educational standards consistent with ABAP principles.
- Does not compromise the integrity of the Blanton-Peale curriculum.

5. Maximum Transfer Credit Allowance

Blanton-Peale may accept up to 40% of total required didactic coursework as transfer credit, in accordance with ABAP standards.

6. Eligibility for Transfer Credit

Applicants must:

- Have completed coursework at an accredited psychoanalytic institute or an institution that offers training at the same level of a accredited one.
- Have received a grade of B or higher (or equivalent).
- Submit all required documentation within the designated time frame.

7. Required Documentation

All transfer credit requests must include:

- Official sealed transcripts.
- Detailed course syllabi with clock hours.
- Course descriptions.
- Learning objectives and evaluation methods.
- Proof of institutional accreditation or other equivalent status at time of course completion.

8. Evaluation Process

All requests are reviewed by:

- The Director of Training
- The Training Board
- The Dean/CEO (final authorization)

Evaluation includes:

- Content equivalency review.
- Clock-hour verification.
- Alignment with NYSED content areas.
- ABAP compliance verification.

9. Clock-Hour Requirements

Only credit hours that can be clearly converted into NYSED-recognized clock hours will be considered. Courses must satisfy NYSED minimum requirements of 45 clock hours per required content domain when applicable.

10. Prohibited Transfers

The following are not eligible for transfer:

- Clinical contact hours
- Workshops without academic evaluation
- Continuing education units (CEUs)
- Non-psychoanalytic psychotherapy courses unless substantially psychoanalytic in orientation

11. Notification of Decision

Applicants will receive written determination within 30 business days of complete submission.

Decisions will specify:

- Credits approved
- Credits denied
- Any required conditions or supplementary coursework

12. Appeals Process

Applicants may appeal transfer credit decisions within 14 calendar days in writing to the Dean/CEO. Appeals must be based on:

- Procedural error
- New documentation not previously available

The Dean/CEO's decision is final.

13. Financial Implications

Approved transfer credits reduce tuition only for the corresponding waived coursework. No refunds apply retroactively for previously completed Blanton-Peale courses.

14. Recordkeeping

All approved transfer credits are recorded in the resident's permanent academic file and transcript.

15. Policy Review

This policy shall be reviewed biennially by the Training Board, Director of Training, and Dean/CEO to ensure continued compliance with ABAP and NYSED requirements.

Records Release and Records Retention Policies

RECORDS RELEASE POLICY

1. Purpose

This policy governs the lawful release of academic, clinical training, and administrative records in accordance with New York State law, HIPAA, FERPA where applicable, and professional ethical standards.

2. Scope

This policy applies to all student/resident records, faculty records, supervision records, and administrative documents maintained by the Institute and Counseling Center.

3. Confidentiality of Records

All records are confidential and are released only with proper written authorization or when required by law or regulatory authority.

4. Authorization Requirements

Written authorization must include:

- Full name of record subject
- Specific records requested
- Recipient name and address
- Purpose of release
- Expiration date
- Signature and date

5. Permitted Disclosures Without Authorization

Records may be released without written consent when:

- Required by court order or subpoena
- Required by NYSED, OMH, licensing boards, or accreditation agencies
- Necessary to protect health and safety
- Authorized for internal educational or administrative use

6. Student and Graduate Transcript Requests

Transcript requests must be submitted in writing with required fees. Transcripts are released only when the individual is in good financial standing.

7. Processing Time

Requests are processed within 10 business days of receipt of complete authorization and fee.

8. Denial of Release

Requests may be denied if improper authorization is provided, the request violates privacy laws, or disclosure poses risk.

9. Fees

Copying, processing, and mailing fees may apply.

10. Record of Disclosures

All disclosures are logged and maintained in the official record file.

11. Policy Review

This policy is reviewed biennially.

RECORDS RETENTION POLICY

1. Purpose

This policy establishes timelines and procedures for maintaining and securely destroying institutional records in compliance with New York State law, HIPAA, FERPA, and accreditation standards.

2. Scope

Applies to academic, clinical, supervisory, administrative, financial, and personnel records.

3. Record Categories and Minimum Retention Periods

- Student Academic Records & Transcripts – Permanent
- Clinical Training Records – 7 years after graduation
- Supervision Records – 7 years
- Financial Records – 7 years
- Faculty & Staff Personnel Records – 7 years after separation
- Grievance and Disciplinary Records – 7 years
- Medical and HIPAA-related Records – Minimum 7 years
- Evaluation and Certification Records – Permanent

4. Storage and Security

Records are maintained in secure electronic and/or physical systems with restricted access.

5. Destruction of Records

Records are destroyed after retention periods via:

- Secure shredding
- Permanent electronic deletion

All destruction is documented.

6. Legal Holds

If litigation, investigations, or audits are pending, records shall be retained until resolution.

7. Responsibility for Compliance

The Dean/CEO, Director of Training, and Administrative Officers share responsibility for compliance.

8. Policy Review

This policy is reviewed biennially and updated as required by law or accreditation standards.

Grievance and Appeal Policies and Procedures

1. Purpose

This policy establishes a fair, transparent, and equitable process for resolving grievances and appeals involving students/residents, faculty, supervisors, staff, and administrators at the Blanton-Peale Graduate Institute.

2. Scope

This policy applies to all members of the academic, clinical, and administrative community and governs disputes related to academics, supervision, professional conduct, discrimination, administrative actions, financial matters, evaluations, leaves of absence, and dismissal decisions.

3. Guiding Principles

All grievance and appeal procedures are guided by the principles of due process, fairness, confidentiality, non-retaliation, impartiality, and timely resolution.

4. Informal Resolution

Individuals are encouraged to resolve concerns informally when appropriate by addressing the issue directly with the relevant instructor, supervisor, clinic director, or administrator before initiating a formal grievance.

5. Formal Grievance Process

A grievance must be submitted in writing within 30 calendar days of the incident. The written

grievance must include the names of the parties involved, a description of the complaint, dates, supporting documentation, and the requested resolution.

6. Submission Authority

Student grievances are submitted to the Director of Training. Faculty and staff grievances are submitted to the Dean/CEO. Clinical grievances are submitted to the Counseling Center Director.

7. Administrative Review

Within 10 business days, the receiving authority will acknowledge receipt and determine jurisdiction and next steps.

8. Grievance Review Committee

When warranted, a Grievance Review Committee will be formed to investigate and make recommendations. The committee will consist of institutional representatives with no conflicts of interest.

9. Investigation Process

The committee shall complete investigations within 30 business days. Both parties may submit statements and be interviewed.

10. Findings and Determination

A written determination will be provided including findings, conclusions, and corrective actions if applicable.

11. Appeals Process

Appeals must be submitted in writing within 14 calendar days of determination and may be based on procedural error, new evidence, bias, or disproportionate sanction. The final decision of the Dean/CEO is binding.

12. Academic and Clinical Appeals

Academic and clinical decisions may be appealed under this policy and reviewed by the Director of Training and Training Board as appropriate.

13. Anti-Retaliation

Retaliation against any participant in a grievance process is strictly prohibited and subject to disciplinary action.

14. Confidentiality

All grievance proceedings are confidential to the extent permitted by law.

15. External Reporting Rights

This policy does not limit any individual's right to seek remedies or file complaints with external regulatory, accrediting, or legal authorities.

16. Record Retention

All grievance records are retained for a minimum of seven years.

17. Policy Review

This policy is reviewed biennially and updated as necessary by institutional leadership.

Documentation and Transcript Responsibilities

Residents are personally responsible for collecting and verifying the completion of all required documentation by faculty or supervisors. These documents must be placed in the resident's official file. It is strongly recommended that residents retain photocopies of all signed forms for their personal records.

The cumulative totals from five essential forms constitute the resident's official transcript, which is used for:

- Licensing board reviews
- Further academic pursuits
- Employment applications

As licensing and educational institutions increasingly require supporting documents, residents will be given a copy of course descriptions during training. It is the graduating analyst's responsibility to retain this copy for future use, as it may become difficult to reproduce course descriptions after graduation.

Transcripts and Records

- Two sealed, official transcripts are retained in the graduate's file and are available upon written request.
- At graduation, each graduate receives:
 - One personal copy of the transcript
 - A set of course descriptions
- These items are covered by the graduation fee.

Requesting Additional Transcripts

- All requests must be made in writing.

- Each additional transcript request must include:
 - The recipient's name
 - Full mailing address, including ZIP code
 - A \$20 processing fee per transcript
- Transcripts will only be issued if the resident or graduate is in good financial standing with the Institute.

All written requests should be sent to:

Blanton-Peale Graduate Institute
7 West 30th Street
New York, NY 10001

Program Fees and Expenses

Overview

The Blanton-Peale Graduate Institute (BLANTON-PEALE GRADUATE INSTITUTE) psychoanalytic training programs are primarily funded through tuition and related fees, which make up approximately 75% of the program's revenue. The administration remains sensitive to the extended duration and financial commitment required of residents.

1. Tuition and Fees: BLANTON-PEALE GRADUATE INSTITUTE reserves the right to modify tuition, fees, scholarships, and related costs as necessary. Up-to-date fee schedules are available through the Psychoanalytic Training Program office.
2. Personal Analysis: Residents must factor in the costs of their personal psychoanalysis, which is a required and significant component of training. Every effort is made to provide residents with at least of flexible fee psychoanalysts.

Fee Schedule

The program includes three primary components, a tri-partite model, each with distinct financial obligations:

1. Coursework

- Cost per course: \$450
- Total required courses: 39
- Note: Course costs do not include books or materials.

2. Clinical Experience Under Supervision

- Supervision fee: \$85 per session
- Supervision typically begins in the second year of training.

- A training year is calculated at 46 weeks, and residents often take three or more years to meet clinical hour requirements.

3. Personal Analysis

- Required Frequency: 2 times a week for the basic certificate and 3 times per week for the psychoanalyst certification, beginning no later than the end of the first semester of coursework.
- Analyst Selection & Fees: Residents must work with a Blanton-Peale-approved analyst. Fees are privately negotiated and may range from \$50 to \$250+ per session.
- BLANTON-PEALE GRADUATE INSTITUTE can provide names of analysts who may offer reduced rates for residents in training.

Additional Fees

- Application Fee: \$75
- Admissions Interview Fee: \$150 (includes the first two interviews); additional interviews (if required) are \$50 each
- Registration Fee: \$75 per semester
- Progression Evaluations: \$360 each (typically two evaluations during training; more may be required in some cases)
- Final Evaluation Fee: \$600 (for final clinical evaluation)

Financial Aid

- Residents in the already-licensed and LCSW tracks of the training are eligible to work in the Blanton-Peale clinic as fee-for-service therapists while accruing their clinical hours for the training.
- Residents in the LP track of the training are eligible to receive a stipend, once they begin clinical work for the training. Each semester's stipend is applied as a credit towards tuition and fees for the following semester.
- There is occasionally some financial aid available for students prior to beginning clinical work either as a fee-for-service therapist in the clinic or as a stipend-accruing resident in the LP track. Speak with the Director of Training about specific requirements and for the application.

Tuition and supervision fees will be paid either in full by the Drop/Add date the end of the second week of classes in September and by the Drop/Add date the end of the second week of classes in January. An extension may be granted by the Chief Business and Financial Officer.

Scholarships

1. Scholarships are based on demonstrated financial need and are available in varying, modest amounts. Residents may submit requests for scholarship consideration through the Director of Training. The applications are forwarded to the Scholarship Committee, which meets in September.
2. Occasionally, targeted recipient grants or foundation money become available. The Director of Training will advise residents of available monies.

Tuition and Fee Refund Policy

1. Purpose

This policy establishes the conditions under which tuition and fees may be refunded to students enrolled in the Blanton-Peale Psychoanalytic Training Program, in compliance with New York State Education Department (NYSED) regulations, accreditation standards, and institutional fiscal responsibility requirements.

2. Scope

This policy applies to all residents enrolled in didactic courses, clinical training, and supervisory components of the Psychoanalytic Training Program.

3. General Policy Statement

Tuition and fees are assessed on a course- and term-based basis. Refunds are granted only in accordance with the official institutional withdrawal date and the refund schedule outlined below. Application fees, admissions interview fees, and registration fees are non-refundable.

4. Refund Schedule (Tuition Only)

Refunds are calculated from the official date of written withdrawal submitted to the Program Office:

- Before the first class session: 100% tuition refund
- During the first week of the semester: 90% tuition refund
- During the second week of the semester: No tuition refund

5. Non-Refundable Charges

The following are non-refundable under all circumstances:

- Application Fee
- Interview Fee
- Registration Fee
- Supervision Fees
- Personal Analysis Fees
- Clinical Training Fees
- Evaluation Fees
- Late Payment Fees

6. Withdrawal Procedure

To be eligible for any refund, a student must:

1. Submit the course dropout form or withdrawal form to the administrative assistant.
2. Resolve any outstanding financial or administrative obligations.
3. Return any institutional property.

Failure to follow the official dropout or withdrawal process may result in full financial obligation for the course and term.

7. Dismissal and Administrative Withdrawal

Students who are administratively withdrawn, dismissed for academic or ethical reasons, or who abandon the program without formal notice are not eligible for tuition refunds.

8. Leave of Absence

Approved leaves of absence apply to future enrollment only and do not generate refunds for the current semester once instruction has begun, unless otherwise approved in writing by the Dean/CEO.

9. Exceptional Circumstances

Refund exceptions based on extraordinary medical, family, or emergency hardship may be reviewed on a case-by-case basis by the Dean/CEO. Documentation is required, and approval is not guaranteed.

10. Financial Standing and Transcript Release

Refunds will not be processed if the student has outstanding financial obligations. No transcripts or official documents will be released until the student is in good financial standing with the Institute.

11. Policy Review

This policy is reviewed biennially and updated as required by NYSED regulations, accreditation standards, and institutional governance.

Policy Regarding Graduation with Unpaid Fees

Graduation and certification from BLANTON-PEALE GRADUATE INSTITUTE are contingent upon payment of all tuition and other fees, or a satisfactory arrangement for payment.

BLANTON-PEALE GRADUATE INSTITUTE faculty members are asked not to provide letters of reference to any resident not in good standing with the Psychoanalytic Training Program or Chief Business and Financial Officer's office. Transcripts will not be issued for any resident not in good standing.

NYS License - Psychoanalysis

Process for applying for the NYS license in Psychoanalysis

Below is the link to the NYSED website with all the requirements and procedures for the license application:

<https://www.op.nysed.gov/professions/psychoanalysts/license-requirements>

NEW YORK STATE PROVISIONAL LICENSURE (13)

Limited Permit Practice at Blanton-Peale

Graduates of the Blanton-Peale Graduate Institute who are working under a **New York State Limited Permit** are eligible to apply for clinical positions at the **Blanton-Peale Counseling Center (CCC)**.

Clinical Practice Expectations

- Clinicians are encouraged to **develop their own practice** while also receiving **referrals from the CCC** intake system.
- A **minimum caseload of 8 clients** is required.
- Clinicians will be **paid per session** based on the current rate for Limited Permit Holders.

Insurance and Supervision

- **Malpractice Insurance:** Clinicians must carry their own malpractice insurance.
- **Institutional Coverage:** A rider to BP's insurance policy covers CCC-related work.
- **Supervision Requirements:**
 - Weekly supervision with a BP-approved supervisor (required for limited permit holders).
 - Attendance at a monthly CCC staff meeting with the Director of the CCCs.
 - All supervision fees are the responsibility of the clinician and are billed according to the current supervision fee schedule.

Year Five Clinical Skill Development

1-Year Advanced Certificate Program

The Blanton-Peale Graduate Institute offers an optional fifth year of advanced training for:

- Recent graduates of the psychoanalytic training program
- Licensed clinicians seeking to enhance and deepen their clinical work

Areas of Concentration

Participants choose one of the following focus areas:

1. Culture, Diversity, and Inclusion
2. Religion and Postmodernity
3. Contemporary Psychoanalysis

Program Structure

- Two 2-hour classes per week on theory and clinical practice.
- One 4-day intensive international seminar (e.g., in London **or** Vienna).
- Completion of a **final paper** integrating theoretical or clinical material based on the chosen concentration.

Community Focus

The Year Five program fosters a collaborative and reflective learning community. It is open to both new graduates **and** seasoned professionals who wish to:

- Expand their theoretical framework
- Integrate contemporary psychoanalytic thought with clinical skill
- Engage with colleagues in a shared professional growth process

Faculty and Supervising Analysts

Lucinda Antrim, LCSW

A New York State licensed psychoanalyst and clinical social worker with experience working with adolescents, adults, couples, families and groups. After working in public administration, Lucinda completed a Masters in Social Work at Fordham University and psychoanalytic training at the Blanton-Peale Graduate Institute, with further training at the Object Relations Institute and the Eastern Group Psychotherapy Society.

Jessica Sommar, MSc, DMin, BCC, LP

University educated in the US and UK, Dr. Sommar began working as a journalist on Wall Street covering investment banking and white-collar crime. Her education in politics and economics felt thin after a decade on Wall Street and made her enter an interfaith seminary, was ordained and left for CPE and psychodynamic clinical training and supervision. Dr. Sommar is Board Certified chaplain since 2016. After half a decade as a clinical chaplain manager and psychiatric attending chaplain for Yale New Haven Healthcare, she sought

advance training and began psychoanalytic training with the Blanton-Peale Institute in New York. She is a licensed Psychoanalyst in the state of New York.

Francisco Danielsen, PhD, FIPA

Received his doctorate in chemistry from the University of Puerto Rico, where he was Full Professor (tenured) of Chemistry and Associate Dean for Graduate Studies and Research. Dr. Danielsen holds a Postgraduate Certificate in Psychoanalysis from the National Psychological Association for Psychoanalysis, where he is Faculty and Supervisor. He also teaches courses on gender and sexuality in the Psychology and Religion Graduate program at Union Theological Seminary in New York City. A Clinical Member of the American Psychoanalytic Association, a Fellow of the International Psychoanalytic Association, and a member of the Editorial Board of The Psychoanalytic Review.

Loray Daws, PhD

Loray Daws, PhD is a psychoanalyst and a registered clinical psychologist in South Africa and British Columbia, Canada. He is currently in private practice and serves both as a senior faculty member at the International Masterson Institute and as faculty and board member at the Object Relations Institute in New York. Loray specializes in psychoanalysis and daseinsanalysis, and he is the writer and editor of 8 books on psychoanalysis and existential analysis.

Marcelo Gomes, PhD, LP

Psychoanalyst with offices in Manhattan, NY, and Montclair, NJ. He is the Director of the Psychoanalytic Training Program at the Blanton-Peale Institute in New York. He holds a Doctorate in religion from Boston University and a PhD in psychotherapy sciences from Sigmund Freud University in Vienna, Austria. He is licensed in the states of New Jersey, New York, and Vermont and is a registered psychoanalytic psychotherapist in the United Kingdom. He is a clinical member of the American Psychoanalytic Association - an IPA component, Florida Psychoanalytic Center, Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy, and a member of the British Association for Training and Psychotherapy.

Jennifer Harper, DMin, LP, NCPsyA

Chair of the Board of Trustees of the American Board for Accreditation in Psychoanalysis. She is also the Director of the Interfaith Doctor of Ministry Program at Hebrew Union College – Jewish Institute of Religion, where she teaches clinical education and pastoral care for clerical and non-clerical care providers. She has held a number of roles at the National Association for the Advancement of Psychoanalysis, including past President. She holds an M.Div. in Psychiatry and Religion from Union Theological Seminary, in addition to her Certificate in Psychoanalysis from the Westchester Institute for Training in Psychoanalysis and Psychotherapy. She maintains a private practice in psychoanalysis and psychotherapy with individuals and couples in NYC and Tenafly, NJ.

Wilda Mesias, PhD

Clinical psychologist and a psychoanalyst practicing in Morris County, NJ. Her practice consists of infants, children, adolescents, adults and couples. Dr. Mesias obtained a PhD in Clinical Psychology from Long Island University in 1995 and graduated as a psychoanalyst from The New Jersey Institute for Training in Psychoanalysis (NJI) in 1996. She also holds an MA in Forensic Psychology from the John Jay College of Criminal Justice and a certificate in group analytic psychotherapy from the Institute of Group Analysis, London, UK in conjunction with the School of Psychotherapy at St. Vincent's University Hospital in Dublin, Ireland. Dr. Mesias is fluent in Spanish and proficient in Italian and French. Her interests include transference and countertransference in character disorders, developmental psychoanalytic theory, Freudian-Lacanian theory and psychoanalysis and the arts.

Michael Monhart, MA, STM, LP

Psychoanalyst in private practice in New York, a faculty member at the Jungian Psychoanalytic Association and the Blanton-Peale Institute and an International Association for Analytical Psychology (IAAP) certified Jungian analyst. He is the author of "Into the Frog Swamp: Jungian Conceptions of the Unconscious in Practice" in *The Unconscious Refracted: Contemporary Psychoanalysis Struggles With Its Source Object* published in 2020 by Routledge.

Fernanda Sofio, PhD, SCP, NCPsyA

An active member of the APsA (American Psychoanalytic Association) and

the IPA (International Psychoanalytical Association). She has authored several books on psychoanalysis. Dr. Sofio earned a Ph.D. in Psychology from the University of São Paulo and conducted postdoctoral research at Columbia and Princeton Universities. She has taught at several universities and psychoanalytic institutes, including the Brazilian Society of Psychoanalysis of São Paulo and the University of São Paulo.

Isable Ugarte da Silveira, FIPA

Internationally experienced psychoanalyst with a strong foundation in clinical practice and psychoanalytic training. Licensed psychologist in Brazil, with comprehensive psychoanalytic training from the Brazilian Psychoanalytic Society of São Paulo. Active member of the International Psychoanalytic Association (IPA) and the Brazilian Psychoanalytic Society of São Paulo, with leadership experience as former Vice President for Latin America with the International Psychoanalytic Studies Organization (IPSO). She a practicing psychoanalyst in New Jersey.

Suzanne Mallouk, MD

Suzanne Mallouk, M.D. is a psychiatrist and psychoanalyst. She has been in practice for over 20 years. She did her medical training at St. George University Medical School in Grenada, British West Indies from 1997 to 1999 and at Brooklyn Hospital in Fort Greene, Brooklyn, NY from 1999 to 2001. She did her residency in psychiatry at Beth Israel Medical Center in New York City from 2001 to 2005. She did her psychoanalytic training at the William Alanson White Institute from 2014 to 2018. She has taught and supervised psychiatry residents, social workers and others in mental health for over 15 years at Mount Sinai Morningside and at the William Alanson White Institute. She has worked in a variety of settings with a wide range of patients. She remains in private practice and she is the current Director of Psychiatry at Blanton Peale Institute, where she supervises psychiatrists and also sees patients.

Daniel Stokes, PhD

Dr. Daniel Stokes is a certified and licensed psychoanalyst who helps individuals understand and transform their psychological and relational struggles to live healthier and more meaningful lives. His doctoral degree is from the University of Rochester, and his post-doc is from the Blanton-Peale Institute of New York. Before becoming a therapist, Dr. Stokes worked within the creative practices of literary analysis and creative writing, always with his focus centered on helping people find and express their unique voices. His approach to therapy combines relational psychoanalysis and psycho-spiritual self-exploration. His breadth of experience working with people from all walks of life has taught him that those suffering from severe psychic distress and

those who are on an existential search for meaning exist on a continuum and deserve the same kindness, empathy, and engagement.

Carlos Padrón, MA, MPhil, LP

Carlos Padrón is a licensed psychoanalyst from the Institute for Psychoanalytic Training and Research (IPTAR). He has an MA in Philosophy from the New School and an MPhil In Latin American Literature from NYU. He has work published in Division Review; Psychoanalytic Psychology; Journal of Infant, Child, and Adolescent Psychotherapy; Room: A Sketchbook for Psychoanalytic Action; Stillpoint Magazine; Trópicos (journal of the Psychoanalytic Society of Caracas); Out Art (a magazine of the Argentine Psychoanalytic Association); Psychoanalysis in the Barrios: Race, Class, and the Unconscious (Routledge); Children in the Line of Fire (soon to come in Routledge); Psychoanalytic Dialogues, among others. Carlos is a faculty member at IPTAR and at the Silberman School of Social Work.

Dr. Jason Childs, PhD

Jason Childs is a Lacanian psychoanalyst based in Dijon, France, working in private practice both locally and internationally. He began his career in academia, as a literary theorist, where he published work on the relationship between philosophy and literature, the connection between writing and thinking, and on the literary form of the essay. Most recently, he co-edited *The Cambridge History of the American Essay* and *The Cambridge History of the British Essay*. Dr Childs trained as a psychotherapist at Deakin University in Melbourne, and undertook his analytic formation via studies at the Centre for Freudian Analysis and Research and the Lacan Circle of Australia, as well as through several other international Lacanian organizations.