the harlem family institute

a multicultural psychoanalytic training institute

Provisionally chartered by the Board of Regents of the University of the State of New York

Catalogue & Training Manual

Program in Psychoanalysis

Licensure-Qualifying Program in Psychoanalysis

Program in Child & Adolescent Psychoanalytic Psychotherapy

Psychology Extern/Internship Program

Clinical-Experience Program

2026 - 2030

Training tomorrow's diversity-sensitive psychoanalysts through service in Harlem and near communities

Helping parents, children, adolescents and others through low-fee or free psychodynamic therapy.

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Published by the Harlem Family Institute

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May 2026

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Introduction

The Harlem Family Institute is a nonprofit psychoanalytic institute founded in 1991 and provisionally chartered by the New York State Education Department to offer psychoanalytic training to aspiring analysts and psychoanalytic clinical services to the community. It has been focused on training clinicians and providing treatment services primarily for children, adolescents and their parents and now also works with other adults.

The Institute seeks to train a diverse population of aspiring analysts from a wide range of ethnic and cultural backgrounds. At the same time, it provides clinical-training settings in schools and community centers in underserved and economically disadvantaged neighborhoods in order to take psychoanalytic psychotherapy out into the community.

Though the Institute's approach has been eclectic – open to a variety of orientations of psychoanalytic thought – it is tending, though not exclusively, toward a Relational approach, focusing on people's relationships (interpersonal world) rather than on their drives and the defenses against them (intra-psychic world). However, its faculty includes professionals from a variety of theoretical orientations, allowing candidates to select a supervisor in line with their interests.

Because the Institute's clinical work with children and adolescents necessarily also involves many collateral sessions with parents or primary caregivers, candidates should be able to swiftly accrue the 1,500 experiential hours necessary for full Institute graduation and certification. The Institute also offers psychoanalytic clinical work with parents as independent clients and now also with adults generally.

History and Traditional Mission

The Harlem Family Institute was founded in 1991 to serve a struggling and neglected population – impoverished or low-income children and adolescents in Harlem schools and their families. Then, as now, it offered therapy free to the families served in schools and provided affordable post-graduate psychoanalytic training to aspiring psychoanalysts, especially those from ethnic groups that had been under-represented in the field. At its community-center sites, the Institute charges low fees on a sliding-scale basis, negotiated by its candidates.

The Institute, which is in its 29th year of providing psychotherapy services to children and families, was founded in 1991 by psychoanalyst Stephen A. Kurtz as a school-based service at a Harlem alternative school, the Children's Storefront, a school founded and directed by the visionary poet Ned O'Gorman. The founding board included Dr. Margaret Morgan Lawrence, the nation's first African-American woman psychoanalyst and first African-American woman pediatrician, and also Harvard child psychiatrist Dr. Robert Coles, who has researched and written extensively about the moral and spiritual life of children.

Since the Institute's inception, its altruistic mission has attracted experienced professional psychoanalysts from many institutes across New York to help train its student analysts, initially without fees. As the candidate base grew along with the need in Harlem communities and their schools, the institute expanded into other school settings. The Institute has worked with 12 schools in the Harlem community since it began at the Children's Storefront.

It has graduated more than 65 psychoanalysts or psychoanalytic therapists from its programs, more than half of them African-Americans or Latinos/as, and has offered more than 65,000 free therapy sessions to children and families, many of whom wouldn't have had long-term therapy without the Institute's school-based or neighborhood accessible programs.

Since 1991, Harlem Family has given youngsters and their families a safe space to voice their feelings, to learn to use their strengths to manage the challenges they face each day, and to discover new ways to relate to the world. Our training institute has provided free long-term psychotherapy services to more than 600 low-income, underserved children and their families – a respectable number given the long-term nature of the work.

The Institute's charter now authorizes it to operate beyond Harlem in other underserved or economically disadvantaged communities and to offer additional services to those communities, including public-education programs and psychological-testing services. In May 2014, the Institute won national accreditation from the American Board for Accreditation in Psychoanalysis, and in August 2015 approval from the New York State Education Department to introduce a licensure-qualifying program in psychoanalysis, open to suitable applicants with a master's degree in any field from any program recognized by the department.

The Needs That the Institute Aims to Meet

Few long-term psychotherapeutic and emotional-support programs have existed for struggling and at-risk youth and their parents in New York's schools, except those few for whom it is economically feasible. Until recently, the intermittent counseling that troubled youth received was usually limited to short-term crisis intervention by overextended school workers. The Institute is part of New York City's School-Based Mental-Health program, which has been working to overcome these problems.

At the same time, aspiring psychoanalysts from underserved populations who wish to pursue training often have few affordable options, especially in community settings, where they can transform lives and be of service to their own communities.

Harlem Family's training programs respond to these needs by offering affordable alternatives for aspiring professionals, while also providing free or low-fee, long-term psychotherapeutic support to low-income youth and their families.

The Institute has also begun to open treatment offices in settings where it can focus more on working with struggling parents and others in economically disadvantaged communities as individual adult clients.

Training Institute Overview

To prepare its candidates for the professional practice of psychoanalysis, the Institute offers comprehensive psychoanalytic training encompassing an eclectic range of theoretical orientations. It also seeks to keep abreast of research and to incorporate new treatments that prove efficacious.

The Institute has historically focused on treating children and adolescents, and this focus remains central to its training program. However, as working with parents or primary caregivers is vital in child work, our training also encompasses work with adults whether as (i) parents or primary caregivers, or as (ii) individual clients. The Institute also works with adults referred as independently. The Institute also aims to ensure that its candidates gain experience in working with the full spectrum of psychological disorders.

Currently, the Institute has a large and diverse faculty, including many experts from different orientations, offering candidates a wide choice of personal psychoanalysts, supervising psychoanalysts, and course instructors.

Candidates are required to be in personal psychoanalysis at least two to four times a week -- those in its full Program in Psychoanalysis and its Licensure-Qualifying Program in Psychoanalysis for a minimum of 300 hours two to four times a week. The Institute aims to have its candidates work with a minimum of five children and their families a week.

In interviewing applicants, the Institute looks for broad humanistic interests, seriousness of intent, the potential for good clinical skills, intellectual development, a high capacity for empathy and an ethical awareness; an ability to develop insight and to reflect on and explore their own sense of themselves and interactions with others, and a recent history of setting goals and seeing them through. The Institute welcomes people of diverse backgrounds and doesn't discriminate on the basis of race, ethnicity, color, creed, national origin, age, physical disability, marital status, gender or sexual orientation in any aspect of its functioning or programs.

The Institute views psychoanalysis as an independent profession and adheres to Sigmund Freud's view that psychoanalysis isn't a subspecialty of the medical profession and shouldn't require a medical degree. Psychoanalysis has traditionally been taught in psychoanalytic-training institutes.

The Programs:

The Institute offers three psychoanalytic certificate programs, a psychology internship program and a clinical-experience program for certain mental-health limited-permit holders:

A. **Program in Psychoanalysis.** Our full certificate program, which encompasses child, adolescent, parent and individual adult work, is open to licensed applicants holding at least a master's degree in any field from a program recognized by New York State who wish to become certified psychoanalysts. Applicants must hold current New York State licenses as a clinical psychologist, LCSW, physician, physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst. LMSWs too may apply. The program usually takes five to six years part time, though candidates may elect to progress more swiftly or more slowly. The program is open only to licensed applicants.

B. **Licensure-Qualifying Program in Psychoanalysis.** This certificate program is intended for anyone with a master's degree in any field from a program recognized by New York State, regardless of whether they are licensed or not. The program, which encompasses child, adolescent, parent and individual adult work, is for applicants who wish to become a New York State Licensed Psychoanalyst. It usually takes five years part time, though candidates may elect to do it in as few as four years, or longer than five years. Graduates will receive a Certificate of Completion, after which they may apply to New York State's Office of the Professions for licensing and a limited permit, allowing them to sit the state licensing exam and accrue any more clinical hours needed for licensing. Once they have become NY State Licensed Psychoanalysts and have met the Institute's remaining requirements in its full Program in Psychoanalysis, they would be eligible to receive an HFI Certificate in Psychoanalysis.

C. **Program in Child & Adolescent Psychoanalytic Psychotherapy.** This certificate program is designed for licensed mental-health professionals who want specific training in working psychoanalytically with children, adolescents and their parents or caregivers. It usually takes two to three years part time, though candidates may elect to progress at their own pace. Applicants must hold current New York State licenses as a clinical psychologist, LCSW, physician, physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst. LMSWs may also apply. At any stage, candidates in this program may switch to the full Program in Psychoanalysis and apply all their accrued hours to that program, given the extensive overlap between the two programs.

D. **Psychology Internship Program.** This program is designed for students enrolled in graduate programs in psychology, who want to accrue experiential hours. The program enables the students to do psychoanalytic psychotherapy work under the weekly supervision of a licensed psychologist. The Institute requires that the students pay an administrative fee of $2,400 to $2,900 per year to cover its costs. It also requires that they remain with the Institute for at least two years and may further require that they take some courses in child work.

E. **Clinical-Experience Program.** The Institute offers clinical experience in its clinical settings to limited-permit holders in many mental-health fields who wish to accrue hours toward state licensing. The program allows students to do clinical work under the weekly supervision of an Institute supervisor appropriate to the scope of their permit. The Institute requires that the students pay an administrative fee of $2,400 to $2,900 per year to cover its costs. It also requires that they remain with the Institute for at least two years and may further require that they take some courses in child work.

Program in Psychoanalysis

Admission to Program in Psychoanalysis:

The Institute welcomes applications from individuals licensed in New York State in fields whose scope of practice includes individual psychoanalysis, and who hold a master's or higher degree in any field from a program recognized by the New York State Education Department.

The Institute conducts interviews in the late spring and summer for admission in September, and very occasionally in December and January for admission in February. Applications generally must be submitted by the end of May or November, with late applications generally accepted until the end of June or December. If you are beyond these deadlines, please contact us anyway – immediately.

Successful applicants without prior psychoanalytic training or certification are admitted to the enrollment level. Those who have completed some training at an accredited psychoanalytic institute may be eligible for advanced standing.

To be eligible to apply for the program, applicants must:

- Be at least 21 years of age.
- Hold a master's or higher degree in any field from a program recognized by the New York State Education Department. Transcripts must be submitted directly from the institution, and three letters of recommendation must be sent directly from their authors. Applicants who hold non-U.S. credentials must submit transcripts in English and certified by the State Education Department or an agency indicated on this state website: http://www.op.nysed.gov/prof/translations.htm
- Hold a current license in New York State as a clinical psychologist, LCSW, LMSW, physician, physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst. They must submit a copy of their license or licenses.
- Submit the application form, along with a $75 application fee.

Once all application-packet materials have been reviewed and accepted, applicants will be interviewed by two or three Institute analysts who will recommend to the Training Committee whether to admit them to the program. A third opinion is sought where the two primary interviewers deem it necessary.

The Institute recommends that all applicants read the consumer information about psychoanalysis on the webpage of the New York State Office of the Professions:
http://www.op.nysed.gov/prof/mhp/psyanbroch.htm

Criteria For Acceptance:

Applicants must demonstrate an ability to undergo training in psychoanalysis and to work with children. The Institute looks for the following qualities in interviews and in the application materials submitted:

- An intellectual curiosity
- A curiosity about children
- A high capacity for empathy
- An ethical awareness
- An ability to develop insight and to reflect on and evaluate their own behavior
- A recent history of setting goals and seeing them through

If the outcome favors the applicant, the executive director sends the applicant a letter of welcome, including the date and venue of the orientation. If the outcome is negative, the Training Director sends the applicant a letter explaining what needs to be accomplished before re-application is advisable, or a letter of rejection.

Advanced Standing:

The Institute welcomes applications for advanced standing from individuals with previous training or certification from a recognized psychoanalytic institute or its equivalent. Applicants should submit a request for advanced standing along with a transcript of their previous psychoanalytic work and any psychoanalytic certificates they hold, along with their regular application materials.

LMSW Applicants:

The Institute welcomes applications for the program from Licensed Masters in Social Work who want to undergo psychoanalytic training toward psychoanalytic certification using their clinical-experience hours simultaneously toward their License in Clinical Social Work. Their casework will be supervised by an LCSW or other appropriate license-holder who is a psychoanalytically competent. The LCSW license includes psychoanalysis in its scope of practice.

Applicants With Some Other Mental-Health Credentials:

Applicants who hold licenses or master's degrees in mental-health counseling, creative-arts therapy or marriage and family therapy should enroll instead in the Licensure-Qualifying Program because licenses in those fields don't include psychoanalysis in their scope of practice. Without psychoanalysis in their scope of practice, they may not practice psychoanalysis except through an LQ program — or they must obtain another license that *does* include psychoanalysis in its scope of practice.

Auditing Classes:

Those who are interested in studying psychoanalytic theory but don't wish yet to complete an entire course of study as a psychoanalyst may apply to the Institute to become auditors. They must meet all the regular requirements for admission and, once admitted, may take either of the introductory classes — Introduction to Psychoanalysis and Introduction to Child Psychoanalysis. Auditors are required to complete all reading assignments and participate in general class discussions with no more absences than candidates. An auditor who completes all course requirements and receives an acceptable faculty evaluation will receive full credit for the course if later admitted into the training program.

Program Requirements:

Our main program usually requires five to six years' part-time work. Upon graduating from the program, candidates will be eligible for Institute certification in Psychoanalysis.

The program's 2,250 minimum required clock hours involve at least 450 clock hours of post-master's level coursework, at least 1,500 hours of supervised clinical experience in psychoanalysis, of which 750 hours must involve direct client contact, at least 200 hours of one-on-one weekly supervision of the candidate's casework and at least 300 hours of personal psychoanalysis two to four times a week.

The 200 supervision hours must be provided by at least three different licensed Institute therapists who are certified psychoanalysts or otherwise psychoanalytically competent. At least 50 of the 200 hours shall be with one supervisor working on one control case seen two to four times a week, and at least 50 more hours shall be with a second supervisor working on an additional one or more cases. This means that the candidate might be working simultaneously for a time with two supervisors.

Whenever candidates are working with clients in the clinical setting, candidates and their supervisors are required to be within easy electronic reach of each other.

Of the 1,500 experiential hours, those hours outside the 750 core psychoanalytic client-contact hours may consist of other activities that don't involve direct client contact, including but not limited to, supervision, personal analysis and professional development. Of the 750 core psychoanalytic client-contact hours, at least 250 must be adult cases, allowing the remaining 500 core hours to be with children or adolescents. Candidates are required to maintain a caseload of at least five clients a week throughout the program.

Candidates may spend their first few years working clinically in one of the Institute's child treatment centers, working with children, adolescents and their parents or caregivers. For the last two or three years of the program, they may have the option of moving to another of the Institute's clinical treatment centers where their work may focus more on parents as adult clients or on other individual adult clients.

All but LMSWs may alternatively meet the Institute's clinical-experience requirements by conducting individual therapy with private child, adolescent and adult patients in their own offices if they are working in economically disadvantaged communities or with economically disadvantaged patients, under the supervision of an analyst approved by the Institute. LMSWs must work in the Institute's clinical settings.

Licensure-Qualifying Program in Psychoanalysis

Admission to Licensure-Qualifying Program:

The Institute welcomes applications from individuals whether (i) they are unlicensed and hold a master's or higher degree in any field from a program recognized by the New York State Education Department, or (ii) they are licensed health professionals and want an additional license.

The Institute conducts interviews in the late spring and summer for admission in September, and very occasionally in December and January for admission in February. Applications generally must be submitted by the end of May or November, with late applications generally accepted until the end of June or December. If you are beyond these deadlines, please contact us anyway – immediately.

Successful applicants without prior psychoanalytic training or certification are admitted to the enrollment level. Those who have completed some training at an accredited institute that also offers a licensure-qualifying program may be eligible for advanced standing.

To be eligible to apply for the program, applicants must:

- Be at least 21 years of age.
- Hold a master's or higher degree in any field from a program recognized by the New York State Education Department. Transcripts must be submitted directly from the institution, and three letters of recommendation must be sent directly from their authors. Applicants to the LP track relying on overseas academic qualifications are required by the State Education Department to have the department approve their credentials at or before the time of applying to the Institute. The Institute can provide information about the required procedure.
- Submit the application form, along with a $75 application fee.
- Those holding current licenses in New York State in clinical psychology; licensed clinical social work, medicine; or as a physician's assistant; registered professional nurse or nurse practitioner who wish to pursue the LP in psychoanalysis should submit a copy of their license. They must satisfy all the requirements for the LP and may not double-count hours already used to achieve their existing license.

Once all application-packet materials have been reviewed and accepted, applicants will be interviewed by two or three Institute analysts who will recommend to the Training Committee whether to admit them to the program. A third opinion is sought where the two primary interviewers deem it necessary.

The Institute recommends that all applicants read the state Office of Professions website listings on psychoanalysis license requirements and consumer information.

Criteria for Acceptance:

Applicants must demonstrate abilities to undergo training in psychoanalysis and to work with children by showing the following through the material they submit in their application and in their interviews:

- An intellectual curiosity
- A curiosity about children
- A high capacity for empathy
- An ethical awareness
- An ability to develop insight and to reflect on and evaluate their own behavior
- A recent history of setting goals and seeing them through

If the outcome favors the applicant, the Institute sends the applicant a letter of welcome, including the date and venue of the orientation. If the outcome is negative, the Institute sends the applicant a letter explaining what needs to be accomplished before re-application is advisable or a letter of rejection.

Advanced Standing:

The Institute welcomes applications for advanced standing from individuals who have completed some training at an accredited psychoanalytic institute, or its equivalent, that also offers a licensure-qualifying program. Applicants should submit a request for advanced standing along with a transcript of their previous psychoanalytic work and any psychoanalytic certificates, along with their regular application materials.

Applicants with Some Other Mental-Health Credentials:

Individuals seeking psychoanalytic training who hold licenses or master's degrees in mental-health counseling, creative-arts therapy or marriage and family therapy should enroll in the this Licensure-Qualifying program rather than our other programs because licenses in their fields don't include psychoanalysis in their scope of practice. Without psychoanalysis in their scope of practice, they may not practice psychoanalysis except through an LP program or obtain another license that includes psychoanalysis in its scope of practice.

Program Requirements:

Licensing as a Licensed Psychoanalyst in New York State requires the successful completion of a 1,350-hour education component and a 1,500-hour clinical-experience component under appropriate supervision.

The Institute's 1,350-hour licensure-qualifying education program usually requires at least four years of intensive study or five to six years at a slower pace, integrating theory and practice. It involves at least 405 hours of post-master's coursework, 300 hours of experience in the clinical practice of psychoanalysis, 150 hours of individual clinical supervision of that casework with at least two supervisors, including 50 hours with one supervisor on a single control case and an additional 100 hours with a second supervisor on a additional cases, and 300 hours of personal psychoanalysis at least two to four times a week.

Those who successfully complete this education program will receive an HFI Certificate of Completion, after which they may apply to New York State's Office of the Professions for licensing and a limited permit, allowing them to sit the state licensing exam and accrue any more clinical hours needed for licensing. Once they have become Licensed Psychoanalysts and have met the Institute's remaining requirements for its Certificate in Psychoanalysis, they would be eligible to receive this certificate.

Candidates are encouraged to remain at the Institute to complete the 1,500 clock-hour clinical-experience requirement needed for New York State licensing as a Licensed Psychoanalyst and to graduate from the Institute with its Certificate in Psychoanalysis. Remaining at the setting ensures continuity for patients as well as for candidates. The State requires that at least 750 clock hours of the 1,500 hours of clinical

experience must consist of direct contact with clients. The remaining experience may consist of other activities, including but not limited to, supervision, personal analysis and professional development.

Candidates who opt, nonetheless, to leave after accomplishing the requirements for a Certificate of Completion of the education component will be treated equally with those who continue.

The Institute's Certificate in Psychoanalysis is awarded upon the successful completion of the Institute's remaining requirements – increasing total coursework to 450 hours, total individual supervision to 200 hours and total clinical experience to 1,500 hours. The Institute also requires that 250 of the 750 core direct-client contact hours must be in psychoanalytic work with adult cases.

The 200 supervision hours must include one control case. This client must be seen two times to four times a week, involving a minimum of 50 hours of weekly supervision. The case must be supervised by a separate single-case supervisor, meaning that the candidate might for this period be working simultaneously with two supervisors.

Candidates are required to spend at least two to three years in one of the Institute's child-treatment centers, working with children, adolescents and their parents or caregivers. For the last two or three years of the program, they may have the option of moving to another of the Institute's clinical treatment centers where their work may focus more on parents as adult clients or on other individual adult clients. In both cases, the Institute's treatment centers meet the state's requirements for clinical work. Whenever candidates are working with clients in the clinical setting, candidates and their supervisors are required to be within easy electronic reach of each other.

Program in Child & Adolescent Psychoanalytic Psychotherapy

This shorter program is designed for licensed health professionals whose scope of practice includes psychoanalysis and who want specific training in working with children, adolescents and their parents or caregivers. The program usually takes 2-3 years part time, though candidates may elect to progress at their own pace. At any stage, students in this program may switch to the full Program in Psychoanalysis and apply all their accrued hours to that program, given the extensive overlap between the two programs.

Admission & Criteria for Acceptance to the Child & Adolescent Program:

The Institute welcomes applications from individuals who hold current New York State licenses as a clinical psychologist, LCSW, physician, physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst. LMSWs may also apply.

The Institute conducts interviews in the late spring and summer for admission in September, and very occasionally in December and January for admission in February. Applications generally must be submitted by the end of May or November, with late applications generally accepted until the end of June or December. If you are beyond these deadlines, please contact us anyway – immediately.

Successful applicants without prior child & adolescent psychoanalytic training or certification are admitted to the enrollment level. Those who have completed some training in child & adolescent psychoanalytic psychotherapy at a recognized psychoanalytic institute may be eligible for advanced standing.

To be eligible, applicants must:

- Be at least 21 years of age.
- Submit a copy of their current New York State license as a clinical psychologist, LCSW, LMSW, physician, physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst.

- Hold a master's or higher degree in any field from an accredited college or university. Transcripts must be submitted directly from the institution, and three letters of recommendation must be sent direct from their authors. Applicants with non-U.S. credentials must first gain approval from the New York State Education Department, which will require that they submit application materials, including a transcript in English (translated as required).

- Submit the Application Form, along with a $75 application fee.

Applicants will be interviewed by two or three Institute analysts who will recommend to the Training Committee whether to admit them to the program.

Advanced Standing:

The Institute welcomes applications for advanced standing from individuals who have completed some training in child & adolescent psychoanalysis or psychoanalytic psychotherapy at an accredited psychoanalytic institute or its equivalent. Applicants should submit a request for advanced standing along with a transcript of their previous psychoanalytic work and any psychoanalytic certificates they hold, along with their regular application materials.

LMSW Applicants:

The Institute welcomes applications for the program from Licensed Masters in Social Work who want certification in child & adolescent work while using their clinical-experience hours simultaneously toward their License in Clinical Social Work. Their cases will be supervised by a psychoanalytically competent LCSW or other license-holder. The LCSW license includes psychoanalysis in its scope of practice.

Program Requirements:

The requirements are the same as those for the Full Program in Psychoanalysis above, except for the following requirements, which substitute for the equivalent requirements of the full program:

- Complete 225 hours of coursework in child & adolescent work (equivalent to 10 full courses), selected from the courses for the Program in Psychoanalysis, and including the Introduction to Psychoanalysis and Child Psychoanalysis and the case-seminar courses.

- Complete 100 hours of weekly supervision of their casework with an Institute-approved supervisor.

- Complete a total of 300 core psychoanalytic client-contact hours with children or adolescents, ideally with at least five analysands a week – at least one of them two or three times a week - plus at least 100 consultative hours with parents or primary caregivers.

- Candidates may meet the Institute's clinical-experience requirements by working in one of the Institute's treatment centers or, unless they are an LMSW, by conducting individual therapy with private patients in their own offices if they are working in economically disadvantaged communities or with economically disadvantaged patients, under the supervision of an analyst approved by the Institute. LMSWs must work in one of the Institute's clinical settings.

- Candidates should be in personal psychoanalysis at least two to four times a week while they are working with clients in the program, unless they have already accomplished at least 300 hours of personal psychoanalysis two to four times a week in a psychoanalytic training program at an accredited psychoanalytic institute or its equivalent. Even then, continuing in analysis while working with HFI clients is strongly advised.

- Before they may graduate from the Institute, candidates must apply to the Training Committee to present orally a clinical case, representing the culmination of their studies.

- Once they have met all the requirements for graduation, including presenting a case to the satisfaction of the Training Committee, candidates may apply to the committee for graduation.

Program Phases for the Above Programs

The Programs require candidates to progress through several phases, which they may do at their own speed. At each stage, they are subject to evaluation in terms of ABAP's Core Competencies before they can advance to the next stage. Once admitted to a program, candidates pass through these stages:

1. Orientation and Meeting Initial Requirements:

New candidates, like all candidates, are required to attend the Institute's mandatory weekly Clinical Workshop (aka Case Seminar class) at which the Institute introduces them to its requirements to begin clinical work. These include the following. For more information, contact HFI Admin at 212-920-7965 #6, or hfi.admin@harlemfamilyinstitute.org.

Online Library: The Institute requires that all candidates, before starting classes, secure access to the online library **PEP-Web** (Psychoanalytic Electronic Publishing). You can subscribe relatively inexpensively via the American Psychological Association's **Division 39** – the association's main psychoanalytic division. Most Institute students may join Division 39 at the annual Student Affiliate rate of $25. Once you've been accepted by Division 39, you may immediately subscribe to PEP-Web – for $69 a year. The Institute will reimburse you for this when you produce a receipt. To start this process, go to Division 39's membership webpage: http://www.apadivisions.org/division-39/membership/index.aspx

Personal Psychoanalyst: Candidates who aren't already licensed or certified psychoanalysts must be working with a personal psychoanalyst by the end of their first semester – or as soon as they begin clinical work, whichever comes first – to maintain good standing and continue the program. They must stay in analysis while working with clients until achieving their program's required hours and frequency – preferably three times a week, but at least two times a week. After this, they must be working with an analyst at least weekly while working with clients. Candidates who don't already have a personal psychoanalyst should contact the Executive Director to discuss how to find one. Many analysts are listed on the Institute's Faculty & Supervisors page: http://hfi.nyc/hfi-faculty.

HIPAA Course: Before candidates may begin working on cases, they must provide the Institute with evidence that they have taken a course in the requirements of the federal Health Insurance Portability & Accountability Act. For candidates who have never taken such a course, one affordable 90-minute certificate course offered online is from: http://www.hipaatraining.com

Child-Abuse Reporting Course: Before candidates may begin working with children, they must take an "Identification and Reporting of Child Abuse and Maltreatment Course for Mandated Reporters." New York State's Office of the Professions publishes a list of approved providers on this webpage: https://www.op.nysed.gov/about/training-continuing-education/mandated-training-related-child-abuse. Candidates must then provide the Institute with evidence that they have taken the course.

Malpractice Insurance: The Institute requires that all candidates have malpractice insurance before they may begin working with clients and throughout their period doing clinical work at the Institute. Candidates are required to provide the Institute by each September with a copy of their policy for the year ahead in order to continue seeing clients and receive credit for that period's work. An inexpensive option is to use American Professional Agency's Student Policy. You can access it through this webpage of our national association, the **National Association for the Advancement of Psychoanalysis**: https://naap.org/insurance-information. On the application, for limits of liability, we require insurance of at least $1,000,000 (each case) and $3,000,000 (aggregate). For University / College, put Harlem Family Institute. For graduation date, assume psychoanalytic training takes about five years part-time. For major, put Psychoanalysis. For expected degree, put Certification.

Memberships: The Institute recommends that candidates join the National Association for the Advancement of Psychoanalysis: www.naap.org. The Institute is an institutional member of the association. Candidates may also with to join the International Forum for Psychoanalytic Education, or IFPE: www.ifpe.org. The Institute is an institutional member of the association.

Background Checks and Fingerprinting: All new candidates accepted into the program are accepted provisionally until they have completed a successful background check. Even candidates planning mostly to work with their own private clients in training must provide the Institute with proof that they have undergone this check before the Institute can let them begin child clinical work and award them credit for their work with children under its supervision.

Candidates who are to work in the City Schools must do so with the NYC Department of Education. Please contact HFI Admin at hfi.admin@harlemfamilyinstitute.org and ask to have the principal's assistant at one of our schools add your name the DOE's database for fingerprinting and to seek further instructions from the assistant.

2. Readiness for Clinical Practice:

After a new candidate has attended at least eight weeks of courses, the Training Committee may consult with instructors to determine if the candidate appears ready to begin working clinically. Candidates without prior clinical experience are likely to require at least a full semester of introductory course work before they are cleared to work clinically. Candidates must be in analysis before beginning clinical work and must generally remain in at least weekly analysis while working with clients. Candidates must also be in analysis to proceed beyond the Institute's introductory semester. In addition, candidates must begin clinical work by early in their third semester of training to proceed with their program.

Once the candidate is approved to begin working clinically, he or she selects a professional psychoanalytic supervisor from the Institute's faculty. Supervisors of different theoretical orientations are available. The Institute requires supervisors both to have been licensed for at least three years and to have worked as certified psychoanalysts for at least three years. Candidates must consult with their supervisors weekly while working with clients.

Unless the candidate is working in his or her own clinical setting, the candidate is also assigned to an Institute treatment center and meets with the Institute liaison who orients the candidate to the placement and oversees referrals at the placement under the direction of the Institute's clinical director.

Candidates are also given a review of requirements governing record-keeping and maintenance of files, including HIPAA and FERPA.

3. Introductory Child Clinical Work:

Each candidate is introduced to case work, starting with one case, at a pace that best suits their abilities, as determined by the Training Committee on the advice of faculty. Only when a candidate's supervisor advises that the candidate has demonstrated the ability to begin working with more cases will the Institute increase the candidate's caseload as appropriate.

The Institute requires that each candidate build up to working with a minimum of five children and their parents each week (in schools, during the school year) unless the candidate demonstrates that this number represents a significant hardship.

The Institute requires that, in working with children or adolescents, the candidate consult first with those referring the child to help the candidate gain a full understanding of the reasons for the referral. Where the parents or primary caregivers haven't made the referral, the Institute requires that the candidate also begin consulting with the parents or primary caregivers as extensively as possible before starting work with the child. Often it will be necessary to meet with the parents or primary caregivers for a number of sessions to gain an understanding of the dynamics of the case before beginning work with the child. The candidate is required to continue working with the parents or primary caregivers as collaborators in the process as extensively as possible throughout the work.

The Institute recommends that the candidate aim to continue to hold consultation sessions with the child's parents or primary caregivers in a ratio of at least 1:8 of the hours spent with the child, and preferably in a ratio of at least 1:4. In working with adolescents, however, especially older adolescents, it may not always be possible to work with parents or primary caregivers this much. (Collateral hours with parents or primary caregivers will ultimately count toward the candidate's overall 1,500 clinical-hours requirement but not toward the core 300 required psychoanalytic hours of the education component or the 750 direct-client contact hours of the clinical-experience component.)

Once candidates have demonstrated competence in working with children or adolescents, they may also be assigned individual psychoanalytic cases with the parent of a child already being treated by another candidate at the Institute.

4. Child vs. Adult Clinical Concentration and Required Adult Work:

Because the Institute operates treatment centers in different kinds of placements, it may be possible for candidates in the two Psychoanalysis Programs to alter the emphasis of their clinical work to focus more on adult work than on child work once they have completed 200 hours of clinical work with children or adolescents and their parents or caregivers. They do this by indicating their preference to the Training Committee. Candidates changing sites must wait for "natural" termination points – such as a child's graduating or moving schools – or must otherwise handle any terminations with extreme sensitivity. Supervision must be appropriate specifically for either child & adolescent work or for adult work.

But all candidates in the full Psychoanalysis Program, even those staying predominantly with child work, are required to accrue at least 250 hours of individual psychoanalytic work with adults – who may include parents or primary caregivers of children being treated by other candidates.

5. Written or Oral Evaluation:

Candidates in the Psychoanalysis and Child Psychotherapy Programs must complete a written or oral evaluation of their knowledge and understanding, requiring short answers to a series of questions in order for them to progress to the Readiness for Control level.

6. Readiness for Control:

Once a candidate in the two Psychoanalytic Programs has completed 200 psychoanalytic client-contact hours, 75 psychoanalytic supervision hours, 150 hours of personal analysis and all Level I courses and has passed the Institute's written or oral exam, he or she is eligible to apply to the Training Committee to select a control case, either a new case or a case from his or her current case load. These clients must be seen at least two times to four times a week, each involving a minimum of 50 hours of supervision with one separate single-case supervisor, meaning that the candidate might for this period be working simultaneously with two supervisors.

7. Case Presentation:

Before candidates may graduate with a Certificate in Psychoanalysis, a Certification of Completion of the education component, or a Certificate in Child & Adolescent Psychoanalytic Psychotherapy, they must apply to the Training Committee to present orally a clinical case, the culmination of their studies.

8. Applying for Certificate of Completion for a Limited Permit and Licensing:

Once candidates in the Licensure-Qualifying Program have met the Institute's requirements, they may seek an HFI Certificate of Completion, certifying that they have met the state's education requirements to apply for licensing and a NY State limited permit to practice Psychoanalysis under continuing supervision.

They must then apply to the State Education Department for such licensing and a limited permit, under which they have two years (extendable to a third and fourth years) to complete any remaining state-mandated clinical-experience requirements and pass the state licensing exam.

Alternatively, candidates in the Licensure-Qualifying Program may wish to wait until they have completed the clinical-experience requirements before seeking a Certificate of Completion.

Please note that, as the NYSED can take up to three months to process an application for a limited permit and licensure, candidates who are graduating from the Licensure-Qualifying Program will have to cease working with their cases until they receive their limited permit.

Licensure-Qualifying Program candidates may apply to the Institute for an HFI Certificate of Completion once they have completed the following education requirements:

1. Total education program: At least 1,350 clock hours, including the following:

2. Course work: At least 450 clock hours of classroom instruction, including 45 hours in each of the nine defined coursework areas.

3. Child-Abuse Course: Completion of this two-to-three-hour New York-State-mandated course.

4. Personal psychoanalysis: At least 300 clock hours of personal psychoanalysis.

5. Supervised analysis: At least 150 clock hours of one-on-one supervision of the student's psychoanalytic cases, 50 hours of which must be with one supervisor on one case, and an additional 100 hours must be with a second supervisor working on an additional one or more cases.

6. Clinical experience: At least 300 clock hours of supervised clinical psychoanalytic practice.

7. Case Presentation: Presentation of a clinical case to the satisfaction of the Training Committee.

Once a Licensure-Qualifying Program candidate has met the individual hours requirements of each of these sections, he or she should continue accruing hours as needed until he or she meets the total 1,350 clock hours required to satisfy the state's total education hours requirement for eligibility to receive the Institute's Certificate of Completion of the education component.

Candidates who have completed the education requirement and been awarded an HFI Certificate of Completion are eligible for a NY State License in Psychoanalysis once they have passed the State licensing exam and accrued 1,500 hours of psychoanalytic experience, including 750 hours of direct psychoanalytic contact with clients. Once they meet these requirements, they should submit to New York State the State's Applicant Experience and Endorsement Record and have their supervisors submit to the State the last of the required Certification of Supervised Experience forms.

9. Graduating With an HFI Certificate in Psychoanalysis:

Once licensed candidates have met all the Institute's educational and experiential requirements for graduation from the Institute, including presenting a case to the satisfaction of the Training Committee, they may apply to the committee for graduation with a Certificate in Psychoanalysis.

Candidates not recommended for Graduation: Candidates not recommended for graduation will have five additional years in which to apply for a maximum of two more case presentations.

Personal-Psychoanalysis Requirements

Candidates in the full Program in Psychoanalysis and the LQ Program in Psychoanalysis must accrue a minimum of 300 hours of personal analysis two times to four times a week, spaced at least a day apart, with a certified psychoanalyst during their training. They must begin working with a psychoanalyst by the end of their first semester – or immediately if they begin clinical work earlier – to maintain good standing and continue with the program. The sessions may not be joined together and must be on separate days.

After this, candidates in the full Program in Psychoanalysis are required to be in at least weekly analysis while working with analysands at the Institute. All candidates doing clinical work are required to work at least weekly with a psychoanalyst.

For candidates in the Licensure-Qualifying Program in Psychoanalysis who have achieved 300 hours of personal analysis, the Institute recommends, but doesn't require, that they be in at least weekly personal

psychoanalysis at all times while they are working with analysands at the Institute. Doing so may help them and their patients with clinical work. However, the Institute will treat those who don't choose to continue analysis equally with those who do.

Candidates in the Program in Child & Adolescent Psychoanalytic Psychotherapy should be in personal psychoanalysis at least two to four times a week while they are working with clients in the program, unless they have already accomplished at least 300 hours of personal psychoanalysis two to four times a week in a psychoanalytic training program at an accredited psychoanalytic institute or its equivalent. Even then, continuing in analysis while working with HFI clients is strongly advised.

A candidate's personal psychoanalyst must be approved by the Institute, certified in psychoanalysis by a recognized psychoanalytic institute and licensed in New York State in at least one of seven fields: clinical psychology, licensed clinical social work, medicine, or as a licensed psychoanalyst, physician's assistant, registered professional nurse or nurse practitioner.

Candidates negotiate their own fees with their psychoanalyst and pay the analyst directly. If the candidate can demonstrate significant low-fee needs, the Institute may intervene to ask the analyst to accept a low fee, which, in 2023-24, the Institute sees as $60-$70 a session. It is up to the analyst whether or not to agree to this fee.

Absences from Sessions with Supervisors or Training Analysts:

When candidates are unable to see their analyst or their supervisors for more than a few weeks, apart from vacations or occasional absences, they are required immediately to advise the Institute's Training Director, Clinical Director and Programs Administrator.

Institute Coursework Requirements

Candidates in the full Program in Psychoanalysis must successfully accomplish 450 hours of coursework as laid out in the Institute's curriculum. Candidates in the LQ Program must successfully complete 450 hours for a Certificate of Completion. To complete the Institute's requirements for graduation with a Certificate in Psychoanalysis, awarded once they are licensed, they must increase their total coursework to 450 hours.

Candidates in the Child & Adolescent Psychoanalytic Psychotherapy Program must complete 225 hours of coursework in child & adolescent work (equivalent to 10 full courses), selected from the courses for the Program in Psychoanalysis and the LQ Program, and including the Introduction to Psychoanalysis and Child Psychoanalysis and the case-seminar courses.

Candidates are free to progress through their program at their own pace, taking as many or as few courses per year as they wish, as long as they meet the Institute's requirements. However, to remain in good standing, active candidates – those who haven't sought and been granted leave of absence – are required to take at least one HFI course per academic year until they have met their program's coursework requirements for graduation. Psychoanalytic candidates accruing clinical hours are also required to take at least one HFI course or workshop per year, unless they have met the coursework requirements for graduation.

While the Institute encourages candidates to take courses in the sequence laid out in its curriculum, candidates may take the courses in any sequence once they have successfully completed the Level I prerequisite courses.

Following an Institute-wide introduction and orientation early each September, fall coursework usually begins in the second week of September, and spring coursework usually begins in the first week of February. This usually leaves the months of June, July, August and January free of coursework unless the Institute offers, and the candidate wishes to take, an additional course over the summer.

The Institute generally offers 30 weeks of coursework each academic year, divided into a fall semester of 15 weeks and a spring semester of 15 weeks. Full courses usually involve 15 classes of 90 minutes each.

Half courses usually involve seven classes of 95 minutes each. Classes are offered in instructors' offices on different evenings during the week, starting between 5 p.m. and 9 p.m. depending on the availability of instructors and students for any given course.

The Institute also offers some summer courses and weekend workshops to help students who want to progress more swiftly or to explore material beyond the required curriculum. On occasion, class lengths may be extended to 125 clock minutes to permit full courses to be completed in 11 weeks, especially over the summer.

Candidates who wish to submit substantial portions of the same paper for more than one course, are required to obtain the approval of the instructor for each course.

Candidates must pay for courses in advance to remain in good standing unless they have a written agreement with the Institute, relaxing this requirement.

Grades and evaluations:

Candidates will be evaluated on the basis of their grasp of the readings, preparedness for class, participation in class and any class presentations, papers or other tasks the instructor assigns. If video conferences are used, candidates must remain present on screen.

Candidates are awarded "credit" or "no credit" for each course they take, based on instructors' written evaluations of each candidate for each course. Candidates receive a copy of all such evaluations. Candidates are required to submit anonymous evaluations of each course and instructor, which will be shared with the instructor. Candidates may also submit evaluations that remain confidential to the Institute's Training Committee.

Candidates who fail to complete the requirements for a course will be awarded an "Incomplete" for one month to meet the requirements. If they fail to meet the requirements within one month, they will receive a "no credit" unless they have sought and been granted by the instructor or the Training Committee a one-year extension beyond the end of the course.

Incomplete courses:

An "Incomplete" is given if a candidate fails to complete any requirements of a course. An incomplete may be changed if the candidate satisfactorily completes the required work within one month from the last class, unless otherwise specified by the course instructor. A candidate may petition for more time to complete an assignment that may last no longer than one year beyond the completion of the course.

Course absences and lateness:

Candidates are expected to attend all classes in any course they are taking. A maximum of two absences will be permitted in courses of 12 or more classes. Only one absence is permitted in courses of 11 or fewer sessions. However, credit for course work is at the discretion of the instructor based on candidate performance. Candidates who arrive 15 minutes late or more will be marked absent. Two late arrivals of less than 15 minutes are counted as one absence. Credit for course work for students with more than the allowed absences or their equivalent in tardiness is at the discretion of the instructor, based on student performance in class and successful completion of additional assignments.

Supervision Requirements

Candidates must select and nominate a psychoanalytic supervisor to the Institute's Training Committee before they may start working with clients. They must begin working with clients by early in their third semester to continue with their program. Supervisors must be approved by the Institute, certified in psychoanalysis by a recognized psychoanalytic institute or otherwise psychoanalytically competent, and licensed in New York State in clinical psychology, licensed clinical social work, medicine, or as a physician's assistant, registered professional nurse, nurse practitioner or licensed psychoanalyst.

These distinguished psychoanalytic professionals supervise candidates' clinical casework in individual weekly supervisory sessions and must validate candidates' hours of both supervision and experience in the practice of psychoanalysis to the Institute and to the state. The Institute's faculty of supervisors embrace a diverse range of psychoanalytic orientations and approaches. Candidates are free to select supervisors based on a particular theoretical orientation.

As supervisors are responsible for supervising candidates' work at Institute clinical-treatment centers or candidates' own offices, each supervisor and candidate dyad must arrange to be in easy electronic reach of each other whenever the candidate is working. In addition, as candidates working with children also work closely with parents and caregivers, and often also with educators, psychologists, social workers and others in the child's environment, supervision includes this wider context.

A supervisor may neither be nor have been the candidate's personal psychoanalyst.

Licensure-Qualifying Education-Program Requirement:

To meet the state's requirements for the Licensure-Qualifying Program in Psychoanalysis and to be eligible for a Certificate of Completion from the Institute, each candidate must accrue at least 150 hours of individual, weekly psychoanalytic supervision with a minimum of two psychoanalyst supervisors, of which at least 50 hours shall be with one supervisor working on one case over at least 50 weeks, and at least 100 hours with a second supervisor working on an additional one or more cases.

Institute Supervision-of-Clinical-Experience Requirement:

Candidates who wish to meet the Institute's requirements to graduate from the Institute with a Certificate in Psychoanalysis must increase their total hours of individual, weekly psychoanalytic supervision to at least 200 hours with a minimum of three psychoanalyst supervisors. Of this, at least 50 hours shall be with one supervisor working on one case over at least 50 weeks, and at least 100 more hours shall be with a second psychoanalyst supervisor working on an additional one or more cases. Supervision must be appropriate specifically either for child & adolescent treatment or for adult treatment.

The 200 supervision hours for the Program in Psychoanalysis must include one control case. This client must be seen two to four times a week, involving a minimum of 50 hours of supervision. The case must be supervised by a separate single-case supervisor, meaning that the candidate might for this period be working simultaneously with two supervisors.

Payment of Supervisors and Awarding Credit to Candidates:

Candidates in the two psychoanalysis programs and the child and adolescent psychotherapy program are required to pay the Institute, not the supervisor, for their supervisory sessions. Psychoanalytic candidates generally are required to pay a low-fee $35 per hour for individual supervision, paid in advance in 20-session segments.

Every six months, at the end of June and December, the supervisor and candidate are required to send the Institute a six-monthly Status Report, providing the Training Committee with information about the status of the candidate's cases, clinical hours and supervision of the candidate's work.

Candidates receive credit for both supervision hours and clinical-experience hours under their supervisor once the Institute receives this regular Status Report from the supervisor. Candidates may print out the report form and give it to their supervisor at the end of June and December. Both are required to sign it. It is up to each candidate to request that the supervisor provide this report.

Psychoanalytic Clinical-Experience Requirements

Licensure-Qualifying Education-Program Requirement:

To meet the state's requirements for the education component of the Licensure-Qualifying Program in Psychoanalysis and to be eligible for a Certificate of Completion from the Institute, each candidate must accrue at least 300 clock hours of supervised clinical experience in the practice of psychoanalysis.

The Institute's Clinical-Experience Requirement:

Candidates must begin clinical work by the beginning of their third semester of training to proceed. Candidates who wish to meet the Institute's requirements to graduate with an HFI Certificate in Psychoanalysis must accrue 1,500 clock hours of supervised clinical experience, of which 750 hours must be direct client-contact hours spent with individual clients, or core clinical-experience hours. Of the 750 core psychoanalytic client-contact hours, at least 250 must be adult cases, allowing the remaining 500 core hours to be with children or adolescents. The remaining experience may consist of other activities that do not involve direct client contact, including but not limited to, supervision, personal analysis and professional development. Candidates may also include in these noncore clinical-experience hours any time they have spent in continuing clinical education, such as attending psychoanalytic conferences or doing readings assigned by their licensed clinical supervisor.

Finally, all of a candidate's hours of psychoanalytic supervision by their licensed psychoanalytic supervisor may be counted in the noncore psychoanalytic-experience hours. Hours of personal psychoanalysis beyond the required 300-plus clock hours may also be counted in the noncore experiential hours.

All the above requirements in this section are in line with State requirements for candidates seeking licensing as Licensed Psychoanalysts.

In addition, in child and adolescent work, the Institute regards hours spent with parents in collateral sessions as noncore hours. They may not be counted toward the core 750 hours requirement but may be counted toward the noncore clinical-experience hours.

Personal Analysis Requirements for Clinical Work:

Candidates must be in analysis before beginning clinical work and must remain in at least weekly analysis while working with clients. Candidates must also be in analysis to proceed beyond the Institute's introductory semester.

Comprehensive Clinical Experience:

The Institute requires that candidates gain clinical experience with a variety of patients within the full spectrum of psychoanalytic disorders, as required by the American Board for Accreditation in Psychoanalysis. To graduate from the Institute with a Certificate in Psychoanalysis, candidates must treat at least one client two to four times a week to meet the Institute's control-case supervision requirements.

Absences from Treatment Centers:

Candidates must always notify their clients beforehand if they are unable to keep a scheduled appointment. It's important that those working with children continue to see them at their regular times to retain the children's trust. Candidates who can't attend the clinical office at their regular times must notify:

- The child directly. If the child is unavailable, its parent, primary caregiver or teacher.
- The child's teacher or parent.
- If the absence is for more than one week, candidates must also notify the Clinical & Training Director, the Program Administrator, and the Institute's liaison to the placement.

Absences From Sessions With Supervisors or Training Analysts:

When candidates who are required to be in analysis are unable to see their analyst or their supervisors for more than a few weeks, apart from vacations or occasional absences, they are required immediately to advise the Institute's Clinical & Training Director and the Program Administrator.

Regular Evaluation for Advancement

End-of-semester reports and meetings with candidates:

At the end of each semester, the Institute posts in each candidate's online folder faculty reports on the candidate's performance and updates the candidate's working transcript, showing the candidate's progress through the program and what the candidate must still accomplish to complete the program. The Training Committee likes to meet with all candidates at the end of each academic year but may instead appoint a Progression Committee to meet with an individual candidate at any point. Such individual meetings aim to discuss where a candidate stands with the program, based on reports from instructors and supervisors, and to raise any issues that either the candidate or the institute may have.

During these meetings, aspects of theory and practice encountered in the training will be discussed to assess strengths and weaknesses, to suggest areas for future development, and to recommend whether or not the candidate is ready to proceed to the next level or to graduate.

A candidate's regular and active participation in all phases of the program also is important and will affect the Training Committee's evaluation of the candidate.

Credit and advancement:

Based on reports before it and any meeting with the candidate, the Training Committee will decide whether the candidate meets the requirements to be awarded credit for work to date. Candidates may not receive credit nor progress to the next stage without the Training Committee's approval.

Additional evaluation meetings:

If a candidate's performance evaluation at the annual interview is deemed unsatisfactory, the Training Committee may require one or two more meetings within a period of three months to determine if the candidate's performance has improved sufficiently to justify advancement. If the candidate isn't recommended for advancement at the second meeting, she or he has the option to request a third meeting, or conclude his or her training with the Institute.

Discipline, student rights and maintaining candidate status:

If a candidate's performance is deemed unsatisfactory in any way, the Training Committee may at any time require a written explanation from, or a meeting with, the candidate.

The committee has the right to place a candidate on probation for any period deemed appropriate, during which any missing work for classes or supervision must be made up. The Training Committee may also ask a candidate to take a leave of absence or even withdraw from the program.

The Institute works hard to safeguard students' rights by the following means:

- Before any action is taken against a student, a statement of the reasons must be provided to the student.
- The student has the right to make a formal response to be incorporated into the record.
- The student may appeal the decision by use of the dispute-resolution and mediation procedure, which includes the right to a hearing.

Resolving Complaints and Mediating Disputes

The Institute believes a fair and transparent process for handling complaints and resolving disputes is crucial. If a faculty member, administrator or candidate wishes to complain about any of the Institute's practices or programs or is in conflict with someone at the Institute, they may take the following steps to seek resolution:

1. Try to resolve the issue with the individual/s responsible or with whom they are in conflict.

2. If this fails, try to resolve the issue by seeking the help of their supervisor or supervising officer.

3. If this fails, they may file a formal complaint in writing, including email, to the chair of the Institute's Standards & Ethics Committee or to the Institute's executive director, either of whom should try to resolve the issue directly through consultation or mediation with the party of parties involved or by appointing a committee of no fewer than three people – usually the Standards & Ethics Committee – to try to do so. The complainant has a right to a hearing.

   Complaints are confidential, and complainants will be assured of confidentiality, but if the Institute decides to act, the complainant will be notified that the complaint will be acted on and that any person about whom a complaint is brought will be given complete information about the complaint, including the name of the complainant.

   Complaints at this level and above must be recorded in the complaints file in the Institute's administrative office, which should also record efforts to resolve any disputes. The executive director or the chair of the Standards & Ethics Committee is required to respond to the complainant within two weeks of the date the complaint is received and to make any necessary inquiries, to conduct any mediation or other efforts to resolve the dispute, and to communicate a decision to the parties within two months of the date when the complaint is received.

   If a candidate or intern is directly involved in the complaint, he or she may nominate a member of the Institute's faculty to accompany him or her to any meeting between the candidate and any committee so appointed and to speak in his or her support.

   Finally, before any adverse decision is made against an individual, a statement of the reasons is provided to them. The individual may make a formal response to be incorporated into the record.

4. If this fails, the aggrieved person may appeal directly to the Institute's board of directors, which is required to consider the issue at its next meeting.

Anyone who wishes to comment on this policy or suggest improvements should raise the issue with the chair of the Standards & Ethics Committee or the Institute's executive director.

Code of Ethics

The Institute endorses the ABAP Code of Good Practice and endorses and employs the Code of Ethics of the National Association for the Advancement of Psychoanalysis. (https://naap.org/wp-content/uploads/2016/01/Code-of-Ethics.pdf)

Mentors Support Candidates Through Their Training

The Institute wishes to support its candidates through their training and provides some veteran psychoanalysts to mentor them at any time in addition to the help they receive through their personal psychoanalyst and their supervising analyst. All these mentor analysts can be reached through the contact points listed for them on the Institute's Faculty webpage (http://hfi.nyc/hfi-faculty). They are: Ronnie Shaw, Thomas Wagner, Pilar Jennings, Lee Jenkins and Judith White.

Library Resources

The Institute has at its disposal two major library resources:

New York Psychoanalytic Institute's Brill Library on East 82nd St., to which the Institute's faculty and candidates have special access. New York Psychoanalytic describes the library as possibly the world's biggest psychoanalytic library. Special access is included in the annual administrative fee that the Institute charges active candidates. Harlem Family Institute faculty members also have access to the library.

PEP-Web, a vast online psychoanalytic library to which the Institute's candidates doing coursework are required to obtain their own personal online access from any computer for as little as $95 a year after joining APA Division 39. It contains many books and journal archives - but not the latest three years' journals. Such journals can be obtained through New York Psychoanalytic Institute's Brill Library.

Withdrawal and Leave of Absence

Candidates wishing to withdraw from the Institute, must do so in writing to the Institute. Candidates who need to take a break from their training must submit a letter to the Training Committee for leave of absence and be granted such leave.

Candidates not on leave of absence are expected to take at least one course per year until they have met their program's coursework requirements and must pay the Institute's administrative fee each semester to maintain active status and good standing.

While candidates on leave of absence will cease receiving new referrals from their placement, they are required to continue working under supervision with clients with whom they have already begun work. Candidates continuing supervised work with clients are still required to pay the regular administrative fee to maintain their matriculation status.

If for any reason a candidate is unable to continue to see existing clients, the candidate must notify the client, a child client's parents or primary caregiver, the Institute and the placement site of the coming termination well in advance. The candidate must devote significant time and attention to termination issues with the client. The candidate must work with the Institute's site liaison to ensure the client will be reassigned to a suitable new therapist.

Program & Policy Reviews, Changes and Continuity

The Institute's programs, standards, policies and procedures are under constant review in light of continuing experience, so that they can be revised as needed to ensure the Institute always employs the best practices. The Institute welcomes suggestions for improving its requirements and practices.

The Institute provides three months' advance notice of revised requirements to faculty and students and allows opportunity for comment on them before they are adopted. Continuously enrolled students are permitted to adhere to the requirements of the catalogue under which they matriculated to the Institute, apart from fees, which may change, and legally required changes.

Should the Institute or any of its training programs cease to exist while its candidates are still in training, the Institute will make every effort to place remaining students with an equivalent training institute. HFI has close relationships with a number of other institutes that are members of the National Association for the Advancement of Psychoanalysis.

Diversity and Nondiscrimination

The Institute welcomes people of diverse backgrounds and doesn't discriminate on the basis of race, ethnicity, color, creed, national origin, age, physical disability, marital status, gender or sexual orientation in any aspect of its functioning or programs.

Doctoral Programs

The Institute will entertain requests to cooperate with accredited institutions of higher learning offering a doctoral degree in the field of psychoanalysis, enabling a candidate to incorporate Institute training into a Ph.D. program.

HFI Curriculum – by Advancement Level

Coursework Level	Courses	Course Hours
Level I Introductory Prerequisite Courses	Identification and Reporting of Child Abuse Introduction to Psychoanalysis Introduction to Child & Adolescent Psychoanalysis Psychoanalytic Theories: Freud (Half course) Psychoanalytic Theories: Object Relations (Half course) Psychoanalytic Theories: Self-Psychology (Half course) Psychoanalytic Theories: Relational (Half course) Psychoanalytic Theories of Development I: Infancy & Childhood Child & Adolescent Technique	2.5 22.5 22.5 11.25 11.25 11.25 11.25 22.5 22.5
Level II Child & Adolescent & Intermediate Courses	Child & Adolescent Diagnosis Psychoanalytic Theories of Development II: Latency & Adolescence Professional Ethics in Psychoanalysis Case Seminar on Clinical Practice1A (Half course) Transference, Countertransference & Resistance I: Child & Adolescent Clinical Interventions with Families and Parents Socio-Cultural Influences On Growth and Psychopathology I: Child & Adolescent Case Seminar on Clinical Practice IB (Half course)	22.5 22.5 22.5 11.25 22.5 22.5 22.5 11.25
Level III Adult & General Courses	Transference, Countertransference & Resistance II: Adult Adult Diagnosis I Adult Technique Adult Diagnosis II Socio-Cultural Influences On Growth and Psychopathology II: Adult Psychoanalytic Research Methodology Case Seminar II (Presentation)	22.5 22.5 22.5 22.5 22.5 22.5 22.5
Total Hours	*For HFI Certificate of Completion (Licensure-Qualifying Program)*	*450*
Optional Courses	Attachment Theory and Clinical Work (Optional half course) Understanding and Treating Trauma (Optional half course) Neuro-psychoanalysis (Optional half course) Jungian Analytical Psychology (Optional half course) Mentalization (Optional half course) Reflective-Network Therapy (RNT) (Optional half course)	11.25 11.25 11.25 11.25
Total Hours	*For HFI Certificate in Psychoanalysis*	*450*

HFI Curriculum – by State-Defined Subject Areas

a. Personality Development	Hours	b. Psychoanalytic Theory of Psychopathology	Hours
Psychoanalytic Theories of Development I: Infancy & Childhood (incl. Attachment Theory)	22.5	Introduction to Psychoanalysis Intro to Child & Adolescent Psychoanalysis	22.5 22.5
Psychoanalytic Theories of Development: II: Latency & Adolescence	22.5	Psychoanalytic Theories: Freud	11.25
		Psychoanalytic Theories: Object Relations	11.25
		Psychoanalytic Theories: Self-Psychology	11.25
		Psychoanalytic Theories: Relational	11.25
Total	*45*	*Total*	*90*
c. Psychoanalytic Theory of Psychodiagnosis		d. Sociocultural Influences on Growth & Psychopathology	
Child & Adolescent Diagnosis	22.5	Sociocultural Influences on Growth & Psychopathology I (Child & Adolescent)	22.5
Adult Diagnosis I *(Hours for this 22.5-hour course are split between areas "c" and "h")*	11.25	Sociocultural Influences on Growth & Psychopathology II	22.5
Adult Diagnosis II *(Hours for this 22.5-hour course are split between areas "c" and "h")*	11.25		
Total	*45*	*Total*	*45*
e. Practice Technique (including dreams & symbolic process)		f. Analysis of Resistance, Transference & Countertransference	
Child & Adolescent Technique	22.5	Transference, Countertransference & Resistance (Child & Adolescent)	22.5
Adult Technique	22.5	Transference, Countertransference & Resistance (Adult)	22.5
Total	*45*	*Total*	*45*
g. Case Seminars on Clinical Practice		h. Practice in Psychopathology & Psychodiagnosis	
Case Seminar 1A	11.25	Clinical Interventions With Families & Parents	22.5
Case Seminar 1B	11.25	Adult Diagnosis I *(Hours for this 22.5-hour course are split between areas "c" and "h")*	11.25
Case Seminar (Presentation)	22.5	Adult Diagnosis II *(Hours for this 22.5-hour course are split between areas "c" and "h")*	11.25
Total	*45*	*Total*	*45*
i. Professional Ethics & Psychoanalytic Research Methodology		*Plus* Mandated Preliminary Course	
Professional Ethics in Psychoanalysis	22.5	Identification and Reporting of Child Abuse	*2.5*
Psychoanalytic Research Methodology	22.5		
Total	*45*		20
Total for HFI's LQ Certificate of Completion	450	*Total for HFI's Certificate in Psychoanalysis*	450

Course Descriptions & Instructors – by Advancement Level

LEVEL I: Introductory Prerequisite Courses

(Candidates must complete all Level I courses required for their program before beginning any Level II or Level III courses.)

Identification and Reporting of Child Abuse **1 session**

All students at the Institute and applicants for Psychoanalysis licensure or limited permits must complete coursework or training in the identification and reporting of child abuse as required by New York State's Education Law. This is provided by state-approved outside trainers listed on New York State Education Department's website: http://www.op.nysed.gov/training/caproviders.htm.

Introduction to Psychoanalysis and Intro to Child & Adolescent Psychoanalysis **45 hours**

These two courses offer an introductory overview of the theoretical history of psychoanalysis, briefly exploring its unique position in the scope of therapeutic work, including cognitive-behavioral and drug therapies, followed by a thorough examination of the history, theory and practice of child psychoanalysis. Areas covered include defense analysis and genetic reconstruction. Readings include Sigmund Freud, Anna Freud, Melanie Klein and Donald Winnicott.

Potential instructors: David Abrams; Robin Rayford; Edgard Francisco Danielsen; Lee Jenkins; Kim Arrington; Paula Kliger; Ann Marie Sacramone; Phyllis Cohen; Susana Martinez; Sheri Perlman.

Psychoanalytic Theories: Freud **11.25 hours**

This course is an orientation to Psychoanalysis in regard to its history, theory, and practice. Sigmund Freud's theoretical thinking is studied through his fundamental papers. The central concepts of his theory are reviewed as well as the evolution of those concepts and how they are currently understood and applied to clinical practice.

Potential instructors: David Abrams; Susana Martinez; Janet Burak; Paul Cooper; Neil Herlands; Isolde Keilhofer, Debra Kuppersmith.

Psychoanalytic Theories: Object Relations **11.25 hours**

The history and evolution of object relations is studied. The importance of early relationships in the development of the psyche and trauma as an important factor in the origin of psychopathology is explored through the readings of its more important theorists such as Klein, Winnicott and Fairbairn, and following current innovations in and applications as found in the work of contemporary analysts.

Potential instructors: Alice Entin; Janet Burak; Gladys Foxe; Paul Cooper.

Psychoanalytic Theories: Self Psychology **11.25 hours**

This course will trace the evolution of Self Psychology within psychoanalysis. The contributions of Heinz Kohut will be studied starting with his views of psychopathology and the concepts of narcissism, empathy and mirroring. Emphasis will be placed on the development of the concept of self-object transferences and the empathic-introspective mode of listening and understanding.

Potential instructors: Gavriel Reisner; Laura d'Angelo, Susana Martinez; Paul Cooper.

Psychoanalytic Theories: Relational Psychoanalysis **11.25 hours**

This course continues the orientation to psychoanalytic perspectives and different schools of thought. Relational psychoanalysis and its views of the mind as organized by object relations and the analytic relationship as two minds in interaction with each other will be studied through the writings and clinical cases of its main exponents, especially Mitchell, Aron, Altman and Frankel.

Potential instructors: Cynthia Chalker; Thomas Wagner; Smadar Harush.

Psychoanalytic Theories of Development I: Infancy & Childhood **22.5 hours**

This course examines personality development and overall developmental theories in the lifespan from infancy through early latency. It looks at the understanding and treatment of psychological disturbances in babies and children, tracing influential factors through the psychoanalytic lens of developmental theorists and clinicians. Early development will be studied from diverse views starting with Freud's psychosexual stages, Klein's schizo-paranoid and depressive positions as well as attachment theory and current infant observation and research.

Potential instructors: Ann Marie Sacramone; Kim Kleinman; Alexandra Cattaruzza; Susana Martinez; Phyllis Cohen; Jacqueline Carleton.

Child & Adolescent Technique **22.5 hours**
This course explores clinical techniques in clinical work with children and adolescents, especially in regard to dynamic play therapy. The approaches to therapeutic work with children are examined and reviewed. The course demonstrates the way in which each clinician must take from the wide range of available approaches to clinical work, different ways of working with children and adolescents in order to develop his or her own therapeutic style. The course explores how play, art, dreams and metaphor can be understood to uncover unconscious themes, and how this understanding can be effectively used in the session hour. The course includes defense analysis.
Potential instructors: Ann Marie Sacramone; Kirkland Vaughans; Phyllis Cohen; Kim Arrington; Skye Haberman; Alexandra Cattaruzza; Kim Kleinman; Marjory Slobetz.

LEVEL II: Child & Adolescent and Intermediate Courses

(Candidates must complete all courses in Level I before beginning any Level II or Level III courses.)

Child & Adolescent Assessment and Diagnosis **22.5 hours**
This course introduces the diagnostic categories in the ICD, DSM and PDM, and looks at various developmental and psychoanalytic diagnostic systems. Child and adolescent disorders such as anxiety, depression, developmental disorders, attachment disorders and psychosis among others, are explored through the work of contemporary theorists and clinicians. Assessment techniques and tools such as diagnostic play, interpretation of drawings and rating scales are studied. The importance of adequate assessment and diagnosis in order to provide appropriate treatment is stressed.
Potential instructors: David Abrams; Leon Hoffman, Leyla Ertegun; Marge Slobetz; Kirkland Vaughans; Phyllis Cohen; Alexandra Cattaruzza.

Psychoanalytic Theories of Development II: Latency and Adolescence **22.5 hours**
This course focuses on the developmental theories of latency and adolescence as well as practice issues, skills, and techniques involved in working with these age groups. The course concentrates on theories of normal and pathological development as viewed from classical and more recent relational psychoanalytic perspectives.
Potential instructors: Ronnie Shaw; Susan Goodman; Linda Greenberg; Susana Martinez; Pilar Jennings; Jacqueline Carleton; Kim Kleinman; Phyllis Ackman.

Case Seminar IA **11.25 hours**
New cases are introduced, discussed and assigned. Therapy and documentation techniques are discussed. Candidates present process material from their continuing cases and discuss their understanding of them from a psychoanalytic perspective, emphasizing dynamic issues, transference and countertransference and technique. Class discussion and instructor's comments follow each presentation to raise questions, illuminate issues, and offer guidelines. Readings may be assigned, as they seem appropriate to the nature of the presented cases and the revealed needs of the candidates.
Potential instructors: Paula Kliger; David Abrams; Ann Rudovsky; Lee Jenkins; Kim Arrington, Kim Kleinman; Karen Morris.

Transference, Countertransference & Resistance I (Child & Adolescent) **22.5 hours**
The key psychoanalytic concepts of transference, countertransference and resistance are studied along with the ways in which ideas about them have developed as the field of psychoanalysis has evolved and changed. Classical, object relations, self psychological and relational understandings of transference and countertransference configurations are explored. Discussions from candidates' own clinical experience are used to help them learn to identify and understand the meanings of these processes in their own work.
Potential instructors: David Abrams; Kim Kleinman; Marjory Slobetz; Carol Butler; Ines Gonzalez; Skye Haberman; Jean Aniebona; Keshia Williams; Judith White, Joan Adams; Cathy Cunningham; Gerardine Cadet Mareus; Winslow Carrington.

Clinical Interventions with Families and Parents **22.5 hours**
An historical overview of family systems therapy and diverse approaches to working with parents are studied. Technical issues in working with families and parents are explored as well as issues such as divorce, foster care, sibling issues, substance abuse, intergenerational dynamics, re-enactments, incarceration and loss or death of primary caretakers. Candidates are encouraged to present their cases in terms of family dynamics and systemic thinking in regard to psychoanalytic theory.

Potential instructors: Paula Kliger; Rev. Gordon Edwards; Anne Ziff; Kim Kleinman; Marjory Slobetz; Skye Haberman; Kim Arrington; Alexandra Cattaruzza.

Case Seminar IB **11.25 hours**

Candidates present process material from their continuing cases and discuss their understanding of them from a psychoanalytic perspective, emphasizing dynamic issues, transference and countertransference and technique. Class discussion and instructor's comments follow each presentation to raise questions, illuminate issues, and offer guidelines. Readings may be assigned, as they seem appropriate to the nature of the presented cases and the revealed needs of the candidates

Potential instructors: Ann Rudovsky Lee Jenkins; Kim Arrington; Kim Kleinman; Karen Morris.

Sociocultural Influences on Growth & Psychopathology I (Child & Adolescent) **22.5 hours**

This course will explore the sociocultural influences in psychoanalytic work with children, adolescents, and adults. It will explore the impact of race, ethnicity, gender, religion, class, sexuality, and political influences on normative development and psychopathology. We will examine the impact of cultural, intergenerational, and social determinants, on children, adolescents and families, and how these affect our clinical work.

Potential instructors: Robin Rayford; Paula Kliger; Kirkland Vaughans; Ines Gonzalez; Skye Haberman; Keshia Williams; Judith White, Joan Adams; Jean Aniebona; Gerardine Cadet Mareus; Winslow Carrington.

LEVEL III: Adult and Final Courses

Transference, Countertransference and Resistance II **22.5 hours**

This course explores the concepts of transference and resistance in regard to drive, ego, object, self and the relational school of thought, with an emphasis on contemporary re-examinations of this foundational psychoanalytic dynamic. The relationship between analyst and patient is examined through case material, which highlights transference and resistance phenomena in the clinical situation. Candidates are encouraged to present their own examples of these powerful dynamics as they encounter them in their clinical work.

Potential instructors: David Abrams; Neil Herlands; Gladys Foxe; Paul Cooper.

Adult Diagnosis I **22.5 hours**

The psychoanalytic theory of anxiety states, hysterias, obsessions and depression will be examined. The course introduces the mechanisms and features of symptom formation and character development. The course also discusses the determination of psychic structures by ego and superego functioning, the drive-defense conflict model, the structural-deficit model and the adaptational model. Diagnostic considerations are conceptualized and are used to understand the implications of patients' material and enactments, particularly in regard to the timing and formulation of interventions. The course will include instruction on using the DSM and PDM diagnostic manuals.

Potential instructors: David Abrams; Leon Hoffman; Douglas Maxwell; Edgard Francisco Danielsen; Dan Heimowitz; Marjory Slobetz.

Adult Technique: Dreams and Symbolic Processes **22.5 hours**

This course studies the nature of symbolic processes and primary-process thinking, giving special weight to dreams. It provides a theoretical understanding of dreams from different psychoanalytic schools of thoughts (drive, ego, object, self, archetypal, existential, relational, and intersubjective). Dream examples are explored, and the theme of dreams and symbolic processes in film, mythology, fairy tales and literary examples is examined. The course includes defense analysis.

Potential instructors: Robin Rayford; David Abrams; Michael Vannoy Adams; Karen Morris; Paul Cooper; Judith Rappaport.

Adult Diagnosis II **22.5 hours**

Diagnosis II emphasizes the continuities and differences in psychic structure for character disorders, perversions, narcissistic, borderline and psychotic organizations. Diagnostic considerations are conceptualized and are used to understand the implications of patients' material and enactments in regard to the timing and formulation of interventions. The course will include instruction on using the DSM and PDM diagnostic manuals.

Potential instructors: David Abrams; Leon Hoffman; Douglas Maxwell; Edgard Francisco Danielsen; Dan Heimowitz; Marjory Slobetz.

Professional Ethics in Psychoanalysis **22.5 hours**
This course reviews the history of ethical considerations as they have developed over time and focuses on clinical considerations and the analyst's responsibilities to his/her patients, profession, institutes and organizations, colleagues and to themselves. Important areas of study include the nature of power in the helping professions, sexual and physical abuse, malpractice and legal standards, conflicts of interest, confidentiality and privilege, competence and self-care.
Potential instructors: Joyce Rosenberg; Merle Molofsky; Thomas Wagner.

Sociocultural Influences on Growth and Psychopathology II (Adult) **22.5 hours**
This course studies progressive theories such as post-modern approaches, intersubjectivity, recent writings on gender and sexuality, multicultural and diversity studies, cultural plurality in regard to psychoanalysis in other countries and environments. Candidates present material from their clinical work, which is discussed in the light of these factors.
Potential instructors: Judith White; Rossanna Echegoyén; Joan Adams; Ines Gonzalez; Krystyna Sanderson, Jean Aniebona.

Psychoanalytic Research Methodology **22.5 hours**
This course reviews relevant clinical research, research methods and problems, and focuses on learning about the observable processes in psychoanalytic psychotherapy and psychoanalysis that can be used to understand an individual patient and their treatment, and measure progress and outcome of psychoanalytic work in terms of the benefits to the patient.
Potential instructors: James Holmes; CJ Churchill; Kim Arrington; Krystyna Sanderson; Jacqueline Carleton.

Case Seminar II (Presentation) **22.5 hours**
The aim of this course is to prepare candidates for a polished, coherent case presentation to help them achieve New York State licensing in psychoanalysis or membership in professional psychoanalytic organizations. Candidates discuss dynamic issues in relation to assessment and diagnosis using both the DSM and PDM. They also discuss courses of treatment, transference and countertransference issues, symbolic processes, behavioral and dynamic changes and circumstances of termination.
Potential instructors: David Abrams; Lee Jenkins; Gladys Foxe; Karen Morris.

Elective Courses

(Not Required for HFI Certificate of Completion or NY State Licensing in Psychoanalysis)

Attachment Theory & Clinical Work (Optional) **11.25 hours**
The objective of this course is to provide an overview of attachment theory as formulated by John Bowlby, and its history, key theoretical ideas and research findings. The impact of this theory on our understanding of human development is discussed as well as its implications for treatment. Clinical examples are presented and discussed to illustrate the theory and its clinical application.
Potential instructors: Ann Marie Sacramone; Jacqueline Carleton; Alexandra Cattaruzza.

Neuropsychoanalysis (Optional) **11.25 hours**
Insights from neuropsychology and the emerging field of neuropsychoanalysis are studied, with particular emphasis on the neuropsychology of trauma and abuse, affect regulation and the discovery of mirror neurons and their impact on development.
Potential instructors: Ann Rose Simon; Jacqueline Carleton; Alice Entin.

Understanding and Treating Trauma (Optional) **11.25 hours**
This course aims to provide an understanding of trauma and studies the consequences of traumatic events in the psyche. An historical overview is provided and current psychoanalytic views on trauma and treatment issues are explored through readings and discussion. Case illustrations are presented and candidates are encouraged to present material from their clinical work.
Potential instructors: Kirkland Vaughans; Paula Kliger; Jacqueline Carleton.

Jungian Analytical Psychology (Optional) 11.25 hours
This course explores the history and theory of Carl Jung's analytical psychology explains the Jungian approach to the therapeutic relationship and the treatment process.
Potential instructors: Harry Fogarty; Margaret Klenck; Fanny Brewster.

Schedule of Fees:

Good standing: To remain in good standing, candidates must pay all fees on time, unless they have a written agreement with the Institute, relaxing this requirement. Candidates who are in arrears may be barred from taking courses and from doing clinical work and supervision.

Application fee: Applications for admission or readmission to the Institute must be accompanied by a $75 non-refundable application fee.

Student I.D.: Candidates will be eligible to be issued with an Institute student I.D. card when they have paid any fees due and are in good standing.

Training-analysis fees: Candidates negotiate their own fees with their psychoanalyst and pay the analyst directly. If the candidate can demonstrate significant low-fee needs, the institute may intervene to ask the analyst to accept a low fee, which, in 2020-21, the Institute sees as $60-80 a session. It is up to the analyst whether or not to agree to this fee, and the Institute can't guarantee that it will find an analyst willing to accept this fee. Candidates receive credit for their personal-analysis hours once the Institute receives a satisfactory Status Report from their analyst at the end of each semester. It is up to each candidate to request that the analyst provide this report.

Supervisor fees: Candidates are required to pay the Institute, not the supervisor, for their supervisory sessions. Psychoanalytic candidates generally are required to pay a low-fee $35 per hour for individual supervision, paid in advance in 20-session segments. The Institute is slowly increasing this fee. Psychology interns do not pay specific supervision fees but instead pay a $2,400 to $2,900 annual administrative fee, which may be paid in two installments. Limited-permit holders accruing clinical hours also generally pay an annual administrative fee of $2,400 to $2,900 a year, unless they have made special arrangements for group supervision. Candidates receive credit for their clinical-experience and supervision hours once the Institute receives a satisfactory Status Report from their supervisor at the end of each semester. It is up to each candidate to request that the supervisor provide this report.

Course fees: Candidates must pay the Institute the following fee before a course commences. Candidates who pass the course will receive credit once the fee is paid. Please pay via the Buy Now button on the Support HFI page of the Institute's website, stating what the payment is for, or mail checks, payable to the Harlem Family Institute, 2 Riverside Drive, #5D, New York, NY 10023. For students withdrawing from a course, all but $25 of the fee is refundable if – and only if – the Institute receives written notice withdrawal (including by email) before the start of the third class.

22.5-hour courses:	$360
11.25-hour courses:	$180
Weekend seminars:	Fees for optional seminars depend on the hours and numbers involved.

Psychology-Internship and Clinical-Experience Program Fees: The Institute requires that the students pay an administrative fee of $2,400 to $2,900 per year to cover its costs. It also requires that they remain with the Institute for at least two years and may further require that they take some courses in child work.

Client Fees for Services at Non-School Clinical Sites: The Institute has introduced low fees for clients on a sliding-scale basis at its clinical sites in community centers, which are negotiated by each therapist in training with each client. The fees are paid to the Institute.

Program in Psychoanalysis: Here's what the typical low-fee candidate could expect to pay for the Program in Psychoanalysis over **five** years, based on the 2020 fee structure and assuming low-fee personal analysis and that the clinical hours are achieved within 200 hours of supervision:

Application fee	$75
Coursework tuition (450 hours)	$7,200
Likely book purchases	$600
Supervision (200 hours x $35 an hour)	$7,000
Personal analysis ($60 an hour x 300)	$18,000
Approximate total cost:	**$32,875**

Estimated Approximate Total Cost of the Licensure-Qualifying Program:

Here's what the typical low-fee student could be expected to pay for the licensure-qualifying education program over **four** years, based on the 2020 fee structure and assuming low-fee personal analysis:

Application fee	$75
Coursework tuition (450 hours)	$7,200
Likely book purchases	$600
Supervision (150 hours x $35 an hour)	$5.250
Personal analysis ($60 an hour x 300 hours)	$18,000
Approximate total cost:	**$31,125**

Here's what the typical low-fee student could be expected to pay for the licensure-qualifying education program over **five** years, based on the 2020 fee structure and assuming low-fee personal analysis:

Application fee	$75
Coursework tuition (450 hours)	$7,200
Likely book purchases	$600
Supervision (150 hours x $35 an hour)	$5,250
Personal analysis ($60 an hour x 300)	$18,000
Approximate total cost:	**$31,125**

Margaret Morgan Lawrence Scholarships

The Institute in 2021 introduced 25%-75% scholarships for its psychoanalytic candidates based on community and financial need. We have limited resources but want to aid candidates from communities underrepresented in the profession of psychoanalysis or who want to help people from such communities. Candidates seeking a scholarship should complete and submit the Scholarship Application form after registering for fall courses each year. Based on this information, the Institute may award a scholarship to cover 25%-75% of their tuition up to the point that they are approved to work with multiple clients, whereupon they may be eligible to earn stipends based on the days or part-days of clinical work they provide (details below). The scholarships may cover administrative fees, course fees and supervision, but not personal analysis, for which the Institute can help candidates find a low-fee psychoanalyst.

Stipends for Clinical Work

The Institute in 2021 introduced stipends for candidates who are working at one of HFI's insurance-reimbursable clinical sites and who provide at least a half-day of clinical work per week as part of their required psychoanalytic education. A half-day comprises four hours. The stipend is paid at the rate of $80 per half day, or $160 per full day (eight hours).

Society of Candidates

Candidates enrolled at the Institute who are in good standing are automatically members of the Institute's Society of Candidates.

Each year, members of the Society may elect by secret ballot for one- or two-year terms the members of a four-to-six-member advisory committee. Society members may either elect the committee's officers or delegate this task to the committee. The committee is a committee of the Institute and advises the Institute and its Board of Trustees on candidate affairs.

The Society's officers will include a chair, whom the committee may recommend by each mid-April to the Institute's Board of Trustees to attend Board meetings for one year as a representative of the Candidates. The Institute's Board of Trustees will consider the recommendation at its annual general meeting, usually held in April or May.

Harlem Psychoanalytic Society of Graduates

Graduates of the Institute who have received a Certificate in Psychoanalysis from the Institute are eligible to join the Institute's Harlem Psychoanalytic Society as full members. The Society is intended both to represent the interests of graduates and to advise and support the Institute.

Each year, members of the Society may elect by secret ballot for one- or two-year terms the members of a four-to-six-member advisory committee. Society members may either elect the committee's officers or delegate this task to the committee. The committee is a committee of the Institute that advises the Institute and its Board of Trustees and works with the Institute's alumni-affairs coordinator. The coordinator is automatically an additional member of the committee, if he or she isn't already an elected member of the committee.

Graduates of the Institute in Psychotherapy or Psychoanalytic Psychotherapy are eligible to join the society as affiliate members and can become full-voting members upon receiving an Institute Certificate in Psychoanalysis.

Academic Calendar 2026-2027

Applying to the Institute:

Application deadlines:	May 31 and Nov. 30
Late deadlines (exceptional):	June 30 and Dec. 31 (After this, please contact the Institute)

Institute courses:

Fall semester:

Registration:	June 30 – August 15
Orientation:	TBA
Courses begin:	Tuesday Sept. 8
	-Courses tba

Spring semester:

Registration:	Nov. 30 – Jan. 15
Courses begin:	Monday Feb. 1
	-Courses tba

Summer 2027:

Registration:	April 1 – May 15
Courses begin:	Tuesday June 1
	-Courses tba
Annual candidate interviews, 2027:	TBA

Institute events:

2026 Fall Benefit:	Friday Dec. 4 evening
2027 Open House:	Thursday May 6, evening
2027 Graduation:	June Saturday or Sunday afternoon TBA

Academic Calendar 2027-2028

Applying to the Institute:

Application deadlines:	May 31 and Nov. 30
Late deadlines (exceptional):	June 30 and Dec. 31 (After this, please contact the Institute)

Institute courses:

Fall semester:

Registration:	June 30 – August 15
Orientation:	TBA
Courses begin:	Tuesday Sept. 8
	-Courses tba

Spring semester:

Registration:	Nov. 30 – Jan. 15
Courses begin:	Monday Feb. 6
	-Courses tba

Summer 2028:

Registration:	April 1 – May 15
Courses begin:	Thursday June 1
	-Courses tba
Annual candidate interviews, 2028:	TBA

Institute events:

2027 Fall Benefit:	Friday Dec. 3 evening
2028 Open House:	Thursday April 27, evening
2028 Graduation:	June Saturday or Sunday afternoon TBA

Academic Calendar 2028-2029

Applying to the Institute:

Application deadlines:	May 31 and Nov. 30
Late deadlines (exceptional):	June 30 and Dec. 31 (After this, please contact the Institute)

Institute courses:

Fall semester:

Registration:	June 30 – August 15
Orientation:	TBA
Courses begin:	Tuesday Sept. 5
	-Courses tba

Spring semester:

Registration:	Nov. 30 – Jan. 15
Courses begin:	Monday Feb. 5
	-Courses tba

Summer 2029:

Registration:	April 1 – May 15
Courses begin:	Friday June 1
	-Courses tba
Annual candidate interviews, 2029:	TBA

Institute events:

2028 Fall Benefit:	Friday Dec. 1, evening
2029 Open House:	Thursday April 26, evening
2029 Graduation:	June Saturday or Sunday afternoon TBA

Academic Calendar 2029-2030

Applying to the Institute:

Application deadlines:	May 31 and Nov. 30
Late deadlines (exceptional):	June 30 and Dec. 31 (After this, please contact the Institute)

Institute courses:

Fall semester:

Registration:	June 30 – August 15
Orientation:	TBA
Courses begin:	Tuesday Sept. 4
	-Courses tba

Spring semester:

Registration:	Nov. 30 – Jan. 15
Courses begin:	Monday Feb. 4
	-Courses tba

Summer 2030:

Registration:	April 1 – May 15
Courses begin:	Monday June 3
	-Courses tba
Annual candidate interviews, 2030:	TBA

Institute events:

2029 Fall Benefit:	Friday Dec. 7, evening
2030 Open House:	Thursday April 25, evening
2030 Graduation:	June Saturday or Sunday afternoon TBA