

*The Training and Research  
Institute for Self Psychology*

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**TWO-YEAR  
TRAINING  
PROGRAM**

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## The TRISP Two-Year Training Program

provides therapists with an innovative conceptual framework for developing and deepening their clinical skills. Known as relational self psychology, this framework combines self psychology and the theory of intersubjective systems theory as well as current research on infancy and development. Classes focus on the reciprocal engagement of therapist and patient, where students are encouraged to learn in an interactive setting with highly skilled instructors.

The Core Curriculum consists of three 8-week courses and one 4-week mini-course each year. A minimum of 15 hours of individual supervision is required each year although students are not required to see patients. Classes are held on Tuesday evenings at the instructor's office. Therapists who wish to proceed to the TRISP four-year certification program in psychoanalysis will be offered a reduction in fees.

## **Admission Requirements and Procedures**

The TRISP Two-Year Program is open to mature mental health professionals with at least a Master's degree who are willing to engage in serious inquiry with other students and faculty members. Applicants are required to submit a completed application form and two letters of recommendation. When all application materials have been received, interviews will be arranged. The applicant will be interviewed by two members of the TRISP faculty. A non-refundable application fee of \$50 must accompany the application form. After they have registered, students will receive written Student Guidelines, including a Grievance/Appeals Procedure.

## **Tuition and Fees**

Tuition is \$300 per 8 week course and \$150 per mini-course. There is also a \$50 annual registration fee. Tuition is due before the beginning of each course. If a full year's tuition is paid in advance by September 30, tuition will be \$900 for the year. Fees for supervision, which range from \$75 to \$100, are determined by the student and supervisor.

## **How Self Psychology and Intersubjective Systems Theory Enhance Clinical Practice**

Since Heinz Kohut first advanced his theory of self psychology in 1971, it has revolutionized psychoanalytic theory and practice. Among Kohut's discoveries are the centrality of empathy, the concept of the selfobject, and the selfobject transference. In recent years, Kohut's followers have refined his ideas and introduced important innovations. Intersubjective systems theory, as developed by Robert Stolorow and his collaborators, offers a perspective that highlights the subjective worlds of analyst and patient.

Therapists informed by self psychology and the intersubjective systems theory view the psychotherapeutic process as the formation of a trusting partnership, dependent on the patient and on the therapist's ability to understand and respond effectively to that patient's unique needs.

## **Curriculum**

### **YEAR 1**

Applying Self Psychology and Intersubjective Systems Theories to the Therapeutic Process: An Overview.

*Lynn Preston, MA, MS*

The Role of Empathic Attunement and Responsiveness in Developing a Therapeutic Relationship.

*Louisa Livingston, PhD*

An Intersubjective Systems Perspective on Transference and Countertransference.

*Ellen Shumsky, LCSW*

Dreams and the Therapeutic Process. (mini-course)

*Marty Livingston, PhD*

### **YEAR 2**

Challenging Therapy: Creative Approaches for Working with Conflicts, Impass and Aversive Interaction.

*Michele Schwartz, LCSW*

Implicit Self and Interactive Regulation: The Findings of Infant (and other) Research on Communication Without Words or Awareness.

*Arline Fireman, PhD*

A Self Psychological/Relational View of Trauma.

*Ann Eisenstein, LCSW*

How Does Analysis Cure: From Kohut Through Stolorow and Bacal. (mini-course)

*Marty Livingston, PhD*

### **TRAINING AND EVALUATION**

Students are encouraged to give feedback to the faculty in each course. In addition, they will meet twice a year with the student advisor to give and receive feedback. They will also receive written feedback from the instructor.

## **Courses**

### **Applying Self Psychology and Intersubjective Systems Theories to the Therapeutic Process: An Overview**

This course offers a preview of some of the essential ideas that guide, ground and enliven a self psychological therapy.

### **The Role of Empathic Attunement and Responsiveness in Developing the Therapeutic Relationship**

The relationship between patient and therapist is essential to therapeutic action and change. The surprisingly complex process of empathic attunement and its contribution to verbal and nonverbal responses within this relationship is examined. Clinical examples of empathic attunement and empathic failure will be drawn from readings and from clinical practice.

### **An Intersubjective Systems Perspective on Transference and Countertransference**

The ideas of Robert Stolorow and his collaborators are used to explore therapeutic healing as an experiential process that is co-created by therapist and patient.

### **Dreams and the Therapeutic Process**

The clinical use of dreams in various psychotherapeutic approaches, including classical Freudian and self-psychological, is explored and examined. Students will have the opportunity to bring in dreams from their own practice.

### **Challenging Therapy: Creative Approaches for Working with Conflicts, Impass and Aversive Interaction**

Self psychology theory developed largely through Kohut's work with "difficult" patients. This course will explore the ways in which working intersubjectively in a challenging therapy dyad can lead to growth and healing for both patient and therapist. Readings include such issues as shame, aggression, dissociation, conflict and the effect of early trauma in both patient and therapist.

## **Courses** CONTINUED

### **Implicit Self and Interactive Regulation: The Findings of Infant (and other) Research on Communication Without Words or Awareness**

In any dyad, a person's experience is thought to depend on *both* that individual's capacity to regulate his/her inner state (self-regulation) and the simultaneous influence of each partner on the other (interactive regulation). These generally operate without awareness through non-verbal (implicit) communications. Research on infant-caregiver interactions reveals how self and interactive regulations occur not only in infancy, but in the therapy dyad and relationships throughout life.

### **A Self Psychological/Relational View of Trauma**

This course will explore the literature on trauma, focusing on the impact traumatic experience has on the patient's sense of self and on his/her experience of others. We will focus on how these effects manifest themselves in the treatment situation. The role of the therapist's subjectivity in relation to trauma, as it interacts with the patient's, will be addressed. Clinical material will be used to enrich discussions of the readings.

### **How Does Analysis Cure?: From Kohut Through Stolorow and Bacal**

As the last class in our two-year sequence, these sessions will attempt to review and clarify the major concepts of curative process from a self-psychological/intersubjective viewpoint. In addition to the ideas of Kohut, Stolorow, and Bacal, the course will also include the instructor's views on the importance of a focus on vulnerability. This will also be considered in the context of termination issues both in analysis and in the here and now of the class.

## Faculty and Supervisors

### ANN EISENSTEIN, LCSW

ICP certified psychoanalytic psychotherapist and psychoanalyst in private practice. Supervisor and faculty member at ICP and PPSC. Author of presentations at the International Conference on the Psychology of the Self, including most recently, "Kohut Meets Kaplan: God as Collective Selfobject." Publications include "Midrash and Mutuality in the Treatment of Trauma: A Joint Account," co-authored with Kathryn Rebillot, C.S.W. in *Psychoanalytic Review*, 89(3), 2002.

### ARLINE FIREMAN, PHD

Co-chair, Admissions Committee, TRISP two-year program; clinical psychologist; NAAP certified psychoanalyst in private practice; co-director Psychology Fellow program and supervisor, NIP; Member, Program Committee and Member-At-Large of the Coordinating Committee, Association of Psychoanalytic Self Psychology; areas of interest include non-verbal and non-conscious communication, infancy research findings and mutual influence phenomena.

### LOUISA LIVINGSTON, PHD

Co-director, TRISP two-year program; TRISP four-year program faculty, supervisor, and Institute Committee member; licensed clinical psychologist; NAAP certified psychoanalyst in private practice; faculty and supervisor, Postgraduate Center for Mental Health Group Therapy Training Dept.; editorial board, GROUP; author of numerous publications on responsiveness, dreams, and shame, in individual and group therapy, including "Dreams, the Forward Edge, and the Intersubjective Context" in *Int'l J. Psychoanalytic Self Psychology*, (in press).

### MARTY LIVINGSTON, PHD

Associate Director, TRISP two-year program, licensed clinical psychologist; certified psychoanalyst in private practice; editor, GROUP; director, Group Dept., Post Graduate Center for Mental Health; faculty, Training Institute for Mental Health; author of *Near and Far: Closeness and Distance in Psychotherapy* (Rivercross

Press, 1991) and *Vulnerable Moments: Deepening the Therapeutic Process* (Jason Aronson, 2001).

### LYNN PRESTON, MA, MS

Co-director, TRISP two-year program; certified psychoanalyst in private practice; supervisor, Institute for Contemporary Psychotherapy; focusing trainer, New York Focusing Institute; author of publications, including "Expressive relating: The intentional use of the analyst's subjectivity," *Progress in Self Psychology*, Vol. 14 (Analytic Press, 1998).

### MICHELE SCHWARTZ, MA, LCSW

Co-chair, Curriculum and Admissions Committees, TRISP two-year program; clinical social worker; NAAP certified psychoanalyst in private practice; supervisor, Institute for Human Identity and Identity House; Coordinating Committee Member, Association of Psychoanalytic Self Psychology; faculty, Institute for Contemporary Psychotherapy; faculty and supervisor, TRISP four-year program; consultant, The Family Center; conference presenter.

### ELLEN SHUMSKY, CSW, LCSW

Co-chair, Admissions Committee, TRISP two-year program; clinical social worker; certified psychoanalyst in private practice; faculty and supervisor, Institute for Contemporary Psychotherapy, Psychoanalytic Psychotherapy Study Center; Coordinating Committee Member, Assoc. of Psychoanalytic Self Psychology; author of numerous publications on the clinical application of psychoanalytic theory, most recently "Our first fight; Reflections on the psychoanalytic concept of enactment," in Buirski & Kottler (eds.), *New Developments in Self Psychology Practice*. (Aronson, 2007).

## Student Advisor

### ELIZABETH A. BARING, ATR-BC, NCPsYA

NAAP certified psychoanalyst in private practice; registered and board-certified art & sandplay therapist; TRISP graduate; member of the Care Group at Manhattan's Rudolf Steiner School, and the Sandplay Therapists of America, among other affiliations. Experienced in medical and psychiatric settings with children and adults.

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## **TWO-YEAR TRAINING PROGRAM**

*For an application,  
or for more information, contact:*



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