

*The Training and Research  
Institute for Self Psychology*

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**FOUR YEAR  
CERTIFICATION  
PROGRAM**

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**e**stablished in 1987, TRISP was the first certificate-granting psychoanalytic institute solely devoted to self-psychological research and training. During four years of study, candidates acquire a comprehensive understanding of self-psychological theory and the theory of intersubjectivity – approaches that are now in the forefront of psychoanalysis. They study the evolution of these uniquely complementary approaches and are kept abreast of literature that updates, refines, and revises them. Candidates are thoroughly trained by highly skilled instructors and supervisors, many of whom have contributed significantly to the field.

The TRISP curriculum is designed to acquaint candidates with the seminal writings of major theorists as well as innovative contributions that continually enrich and deepen our understanding of the analytic process. It features an historical survey of the roots of self psychology and intersubjectivity theory in classical psychoanalysis, ego psychology, and object relations theory, and an in-depth study of Heinz Kohut's contributions. Other courses examine such vital areas as process and technique, development, dreams, gender and sexuality, fantasy, research, and psychopathology. The carefully balanced program, which includes course work, personal analysis, supervision and control case, a research paper, and case presentation, trains candidates with the same ideals of empathy and respect they are taught to apply to their clinical work.

## Committees

### *Institute Committee*

**t**he Institute Committee, which is composed of committee chairs and co-chairpersons, reviews decisions made by all other TRISP committees. Consequently, it serves as an appeals board that may be petitioned by candidates seeking reviews of decisions made by other committees. As part of the appeal process, the Institute Committee reports to the Board of Trustees for approval of decisions on appeals. The final decision regarding each candidate's suitability for certification is made by this committee. It also reviews candidate evaluations of instructors and supervisors.

### *Admission Committee*

This committee reviews applications for admission to TRISP, arranges interviews for prospective candidates, evaluates them, and assesses their status.

### *Training Committee*

All aspects of administering the Training Program are addressed by this committee. It reviews and evaluates all questions concerning training requirements, course work, supervision, personal analysis, case presentation and graduation requirements. It also meets with each candidate once a year to discuss and review the candidate's progress in the program.

### *Curriculum Committee*

The development, continuing evaluation and management of the curriculum is the responsibility of this committee. This includes the evaluation of both the structure and content of each course as well as the maintenance of updated bibliographies for each course. In addition, the committee is responsible for the review of all proposals for changes in required

and elective courses. All recommendations and/or requests for changes in the curriculum must be approved by this committee.

### *Research and Publication Committee*

This committee approves as well as provides technical support and assistance on all clinical and applied research projects conducted under the auspices of the Institute. The committee meets on a regular basis to discuss current and proposed research projects. In addition it reviews all manuscripts that report on Institute-approved research and that are to be submitted for presentation or publication.

### *Psychological Services Committee*

The administration of TRISP Psychological Services, P.C. occupies this committee. It assigns patients for treatment, supervises the setting of fees, and oversees general administrative and clinical issues. This includes intake interviews, the maintenance and documentation of clinical and supervisory records, and community outreach. In addition, this committee reviews the professional credentials and qualifications of clinicians applying for status as "Affiliated Therapists" as part of conferring such status.

### *Ethics Committee*

Ethical issues related to all aspects of training and the conduct of psychoanalysis are reviewed by this committee. Such issues include professional standards of ethical conduct pertaining to the patient/analyst, supervisee/supervisor, and student/teacher relationships. Any candidate or faculty member may petition this committee for advice and assistance concerning a situation involving a question about proper ethical conduct.

## Admission Procedures and Policies/Fees

### *Admission Requirements*

**a**dmission to the certificate program requires, in most cases, a doctorate in psychology, a master's degree or doctorate in social work, an R.N. and training in psychiatric nursing, or an M.D. and completion of psychiatric residency. However, exceptional applicants who have master's degrees in other related disciplines as well as clinical experience may also be admitted. An applicant may be accepted as a part-time candidate and attend as few as one course per semester. However, no more than eight courses may be completed on a part-time basis.

TRISP does not discriminate on the basis of age, race, color, sex, or national and ethnic origin in the administration of its admission, educational and graduation policies.

In the event the Admission Committee rejects an applicant, a written explanation will be provided.

### *Application Procedure*

Applicants are required to submit a completed application form, transcripts from all previous undergraduate and graduate studies, and three letters of recommendation, one of which must be from a current supervisor or employer.

The applicant must also submit his or her analyst's curriculum vitae for approval as a training analyst. The criteria for such approval are described under the section "Personal Analysis."

When all application materials have been

received, interviews will be arranged. The applicant will be interviewed by two members of the TRISP faculty. A meeting with a TRISP candidate or graduate will also be arranged.

A non-refundable application fee of \$50 must accompany the application form. Upon acceptance to the program, applicants are required to submit a non-refundable \$400 tuition deposit for the first semester in order to secure their places in the entering class.

### *Tuition and Fees for Supervision and Personal Analysis*

Tuition is \$300 per course, per semester. There is also a \$50 annual registration fee. Tuition is due at the beginning of each semester. For the fall semester, tuition is due by September 15; spring tuition is due on February 15.

Fees for supervision, which range from \$75 to \$100, are determined by the candidate and his or her supervisor.

Fees for personal analysis are determined by the candidate and his or her analyst.

Candidates who fail to pay either tuition or supervisory fees more than 60 days after they are due are subject to suspension from the Institute.

## Course of Study

Course work and clinical case seminars are offered during the academic year which consists of two semesters (September through January and February through June). Classes meet every other Friday from 9:30 a.m. to 5 p.m. Each course runs for eight sessions of 1 1/2 hours each.

### *Full and Part-Time Status*

A full-time candidate is required to take four courses per semester and maintain weekly supervision and personal analysis (see supervision and personal analysis requirements). If a candidate is accepted to the Training Program on a part-time basis, a maximum of eight courses may be taken from the first or second year course offerings only. After having completed eight courses, a candidate must apply to the Training Committee to become full-time in order to remain in the Training Program. A full-time candidate may request part-time status at any time during the training by petitioning the Training Committee. At that time the Training Committee will make a determination on a case by case basis regarding the requirements for continuing supervision and personal analysis.

### *Academic Year*

The fall semester starts in September and runs through January. No classes are held on Rosh Hashanah, Yom Kippur, Thanksgiving and during a winter recess which includes Christmas and New Year's Day.

The Spring semester begins in February and runs through June. A spring recess covers the Easter holiday and Passover.

### *Elective Courses*

Elective courses will be determined on an annual basis by the Curriculum Committee according to the interests of the candidates and faculty.

### *Attendance*

A candidate who misses more than two classes of any one course will be denied course credit. In exceptional circumstances an instructor may allow a candidate who has missed more than two classes to obtain course credit by completing an additional assignment.

### *Interruption of Study*

Upon written request, a leave of absence due to special circumstances may be granted at the discretion of the Training Committee.

### *Certification*

The Training Committee recommends a candidate for certification when all course work, required patient hours, supervision and control case, case write-up and presentation, and personal analysis have been satisfactorily completed. The final decision regarding each candidate's suitability for certification rests with the Institute Committee. Successful candidates are awarded a Certificate of Completion in Psychoanalysis.

Candidates who fail to complete the minimum requirements for graduation will not be eligible for certification. Upon the recommendations of the Training and Institute Committees, the Board of Trustees may place a candidate on probation or expel a candidate from the Program on the basis of:

- failure to maintain regular class attendance, complete written assignments, or pay tuition and training fees. (Such candidates may also be put on probation and then allowed to resume training following approval by the Training Committee.)
- being deemed unsuitable at any of the evaluation meetings (see "Evaluation of Candidates," page 10).
- failure to practice in accordance with the Institute's ethical code governing accepted professional practice and conduct.

**Curriculum**

**First Year**

*Fall Semester*

Psychoanalytic Theories of the Self and the Analytic Tradition I:

Freud and the Tradition of Classical Analysis

Kohut and Self Psychology I:

Introduction to the Early Writings of Kohut

Process and Technique I:

Empathy

Development I:

Traditional Psychoanalytic Theories of Development

*Spring Semester*

Psychoanalytic Theories of the Self and the Analytic Tradition II:

Freud and the Tradition of Classical Analysis

Kohut and Self Psychology II:

The Analysis of the Self

Dreams and Dream Interpretation I

Ethical and Practical Issues in Private Practice

**Second Year**

*Fall Semester*

Psychoanalytic Theories of the Self and the Analytic Tradition III:

The Relational Schools of Psychoanalysis

Psychopathology, Diagnosis and Treatment I:

Introduction to Diagnosing and Treating Psychopathology

Kohut and Self Psychology III:

The Restoration of the Self

Process and Technique II:

Transference and Countertransference

*Spring Semester*

Psychoanalytic Theories of the Self and the Analytic Tradition IV:

The Relational Schools of Psychoanalysis

Psychopathology, Diagnosis and Treatment II:

Character and Personality Disorders

Kohut and Self Psychology IV:

How Does Analysis Cure?

Dreams and Dream Analysis II

**Third Year**

*Fall Semester*

Advances in Self Psychology I:

The Early School of Self Psychology

Gender and Sexuality I

Process and Technique III:

Resistance and Defense

Fantasy

*Spring Semester*

Advances in Self Psychology II:

The Intersubjective School

Research Methods I

Development II:

Self-Psychological Theories of Development

Clinical Case Seminar I

**Fourth Year**

*Fall Semester*

Advances in Self Psychology III:

The Contemporary School of Self Psychology

Research Methods II

Recent Writings

Clinical Case Seminar II

*Spring Semester*

Critics of Self Psychology

Gender and Sexuality II

Psychopathology, Diagnosis and Treatment III:

A Self-Psychological Typology of Psychopathology

Elective

## Courses

### *Advances in Self Psychology*

#### *I. The Early School of Self Psychology*

Many of those who formed Kohut's inner circle of early followers not only refined and elaborated on Kohut's central ideas, they made significant contributions to self psychology on their own. This course is devoted to their work.

#### *II. The Intersubjective School*

The theory of intersubjectivity as a theoretical extension and clinical expansion of Kohut's concept of the self-selfobject matrix is explored in detail. Beginning with the works of Stolorow and his various collaborators, this course traces the continuing development of theories of inter-subjectivity.

#### *III. The Contemporary School of Self Psychology*

Recent contributions to the self-psychological literature by various contemporary self psychologists represent valuable advances to the field. This course focuses on ideas and theories that have moved away from more traditional self-psychological thinking on topics such as development, pathogenesis, and treatment.

### *Clinical Case Seminars I & II*

This series of two courses is organized around the presentation of case material by candidates to other candidates as well as instructors. By discussing clinical material from ongoing therapy cases, candidates learn how to organize and present their work with patients in a way that best illustrates the actual workings of self-psychological analysis. In the second course advanced candidates prepare their control cases for presentation at graduation.

### *Critics of Self Psychology*

Over the years, a number of critics have raised serious questions about the theory and practice of self psychology. This course examines the

writings of these critics, who, as Kohut suggested, may be characterized as either "friendly" or "hostile," thus helping candidates form a keener appreciation of the strengths and weaknesses of self psychology.

### *Development I & II*

#### *I. Development I: Traditional Psychoanalytic Theories of Development*

The first course in this two-part series explores the traditional psychoanalytic theories of development. In addition, some of the early self-psychological work on development is reviewed.

#### *II. Development II: Self-Psychological Theories of Development*

The second course in this two-part series reviews the work of self-psychologists and those friendly to self psychology who have made major contributions to a psychoanalytic theory of development.

### *Dreams and Dream Interpretation I & II*

#### *I. Dreams I: Traditional Analytic Theories of the Dream and Its Interpretation*

Freud's pioneering theory of the nature of dreams and their interpretation as well as writings on dreams by other early proponents of psychoanalysis are discussed. Special attention is given to unconscious processes involved in the origin and formation of dreams as well as basic techniques of interpreting their unconscious meaning. The course also reviews the influence of ego psychology and object relations theory on the understanding of dreams and their interpretation.

#### *II. Dreams II: Self Psychology of Dreams and their Interrelation*

Beginning with Kohut's important contribution of the concept of the "self-state" dream, self psychology has begun to develop its own

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## Courses

unique theory of the nature of dreams and the analytic technique of interpreting their meaning. Recent contributions by self psychologists and intersubjectivity theorists as well as others are examined.

### *Elective*

During the last term of the fourth year, advanced candidates are given an opportunity to take an elective course which varies from year to year. The elective provides instructors and candidates alike with an opportunity to explore special topics in the theory and practice of self psychology and intersubjectivity.

### *Ethical and Practical Issues in Private Practice*

This course covers the “nuts and bolts” of setting up and conducting a private practice. Ethical issues such as protecting patient confidentiality, maintaining proper boundaries between patient and therapist, and notification of appropriate authorities about potentially violent, homicidal, or suicidal patients are discussed. Such practical matters as creating an effective referral network, accounting and collection of fees, and selecting a suitable office are also examined. The importance of recognizing and addressing transference and countertransference issues that arise in the context of dealing with these practical considerations is stressed.

### *Fantasy*

In this course the centrality of the notion of fantasy in psychoanalytic theory and practice is covered. Following an overview of the topic and the literature, the course explores the nature and function of fantasy in development, the clinical situation, and applied research. Using a historical perspective, relevant literature that bears on each topic is reviewed.

### *Gender & Sexuality I & II*

The concepts of gender and sexuality, key issues in the history of psychoanalysis, have recently subjected to radical re-examination by contemporary theorists. The first course in the series provides an historical perspective. Starting with Freud, it traces the development of these concepts through the writings of Freud’s early followers, ego psychologists, and object relations theorists. Finally, it examines the writings of Kohut and other self psychologists as well as the new revisionist thinkers. The second course is devoted to specific topics related to gender and sexuality such as the erotic transference, sadomasochism, feminism, the men’s movement, hetro- and homosexuality, and gender and fantasy.

### *Kohut and Self Psychology (four-part series)*

#### *I. Introduction to the Early Writings of Kohut*

This introductory course begins with an overview of Kohut’s ideas and an appreciation of Kohut, the man. The course proceeds with a close examination of a number of his early and seminal papers. It includes lesser known early papers such as “A Discussion of the Function of the Analyst in the Therapeutic Process” (1951) which laid the foundation for his later works. Course readings also reflect Kohut’s interest in social issues and the arts.

#### *II. The Analysis of the Self*

Kohut’s first major book, *The Analysis of the Self* (1971), written in the language of classical metapsychology, is one of his most difficult and least understood works. Yet, despite its arcane terminology, it remains the pillar of Kohut’s early thinking on narcissism and the psychoanalytic treatment of the narcissistic personality disorder. After closely examining its content, the course considers various reviews of the book as well as articles providing critical discussions of its central ideas.

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**Courses**
*III. The Restoration of the Self*

With the publication in 1977 of *The Restoration of the Self* Kohut made a major break with traditional psychoanalysis and its classical metapsychology. A careful reading of *The Restoration* reveals the nature of Kohut's radical departure from previous psychoanalytic thinking and his introduction of new ideas and techniques that have become the heart and soul of modern self-psychological practice. Reviews of the book as well as commentaries on its meaning and significance are discussed.

*IV. How Does Analysis Cure?*

The fourth course in the series concentrates on Kohut's last and posthumously published work, *How Does Analysis Cure?* (1984). The work is viewed within the context of two of Kohut's last papers "The Two Analysis of Mr. Z." (1979) and, "Introspection, Empathy, and the Semicircle of Mental Health" (1982). Commentaries on *How Does Analysis Cure?* are reviewed as well as some of Kohut's less well-known ideas presented in lectures, seminars, and correspondence.

*Process & Technique (three-part series)**I. Empathy*

This course has a dual focus: it examines the concept of empathy—the defining characteristic of self psychology—through the discussion of relevant papers; and it explores the beginning stages of self-psychological treatment through the sharing of clinical material contributed by candidates. The readings on empathy and papers on basic treatment concepts include Freud's papers on beginning treatment, Kohut's important writings on empathy as well as recent contributions to the study of empathy.

*II. Transference and Countertransference*

The analysis of transference and countertransference is the cornerstone of analytic psychotherapy and psychoanalysis. This course starts out with a review of the traditional conceptualizations of transference and countertransference and their analysis. It proceeds to the major contributions of self psychology to the understanding of these topics such as the selfobject transferences. In addition, there is a discussion of the intersubjective formulation of transference and countertransference as a means of exploring the configurations constituted by the mutual interplay of patients' and analysts' subjectivities.

*III. Resistance and Defense*

Analysis of resistance to the transference and transference resistance (or "defense transference") are important to all types of analytic therapy including a self-psychological analysis. This course delves into the new way that self psychology has conceptualized both resistance and defense. It contrasts this technical innovation with other more traditional approaches. Emphasis is placed on the crucial significance of analyzing resistance to the transference as well as transference resistance in conducting a successful treatment.

*Psychoanalytic Research Methodology I & II*

This two-part series of courses is designed to introduce candidates to the process of utilizing psychoanalytic research methods in the intensive study of clinical as well as applied or non-clinical topics. In the first course in the series, candidates are exposed to various works relevant to conducting research. In addition, candidates are helped to write a "pilot" proposal outlining a research project. After a summer in which candidates are guided in conducting their research projects, they complete and present their finished projects in the second course in the series.

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## Courses

### *Psychoanalytic Theories of the Self and the Analytic Tradition (four-part course)*

#### *I. & II. Freud and the Tradition of Classical Analysis*

In parts I and II of this series, Freud's writings on narcissism and the self are read as an introduction to the history of psychoanalytic ideas of special relevance to self psychology. In addition, classical and ego psychological contributions to the psychoanalytic theory of narcissism and the self are discussed.

#### *III. & IV. The Relational Schools of Psychoanalysis.*

Parts III and IV of this series cover early and more recent contributions of the relational school to the ever evolving psychoanalytic theory of narcissism and the self. The writings of British and American object relations schools are reviewed. In addition, the works of the interpersonal school and the more recent writings of relational theorists such as Greenberg and Mitchell are also discussed. Special attention is devoted to secondary texts that directly connect object relations theory with self psychology.

### *Psychopathology, Diagnosis, and Treatment*

#### *I. Introduction to Diagnosing and Treating Psychopathology*

This course exposes candidates to current thinking in biological psychiatry as well as psychoanalysis on a range of disorders classified psychiatrically in DSM under Axis I. Issues regarding both outpatient and inpatient treatment as well as psychotropic medication and psychiatric emergencies are discussed. Special attention is given to those types of disorder that have been conceptualized psychoanalytically as falling within the range of the psychotic, manic depressive, (or bipolar), and borderline. Consideration is also given to other Axis I anxiety and depressive disorders.

#### *II. Character and Personality Disorders*

The second course in this series focuses on character or personality disorders of a wide range of severity. In contrast to those disorders classified psychiatrically under DSM Axis I, these Axis II disorders constitute separate and distinct psychopathological entities with their own psychogenic origins and special treatment modalities. The course integrates theoretical and clinical literature from a variety of different psychoanalytic schools of thought.

#### *III. A Self-Psychological Typology of Psychopathology*

This course describes a wide variety of self disorders typically encountered in a private practice setting including anxiety disorders such as panic disorder and obsessive-compulsive disorder as well as depressive disorders. Other self disorders often seen in private practice are addressed. An explicitly self-psychological typology of psychopathology and a related approach to treatment, both of which are based on DSM diagnostic criteria are presented

#### *Recent Writings*

This course covers the recent works of a number of lesser-known self psychologists on a range of topics including marriage and couples therapy, group therapy, and conjoint therapy. The current period of post-Kohutian work constitutes the latest thinking in the field of self psychology. Material is culled from the most current issues of a variety of psychoanalytic journals as well as other publications.

## Training and Evaluation

Candidates are required to complete 80 hours of individual supervision during the first two years of training. In the third year, each candidate is required to begin supervision of a control case with a control supervisor. The control case is a patient seen in psychoanalysis a minimum of three times a week for at least 50 weeks. 80 hours of control supervision are required for graduation. A candidate may not conduct his or her control case under the guidance of the previous supervisor. A list of supervisors is available.

Throughout training a candidate is required to be in supervision. In other words, if for some reason it takes longer than four years to complete the program, the candidate must continue in supervision even if the minimum requirement of 40 hours per year has been met.

If, prior to Case Presentation, a final review of a candidate's progress in completing the Training Program reveals continuing difficulty in a significant area, a candidate may be advised by the Training Committee to seek additional supervision and/or to undergo further personal analysis. Upon completion of additional personal analysis and/or supervision, a candidate may re-apply to the Training Committee to proceed with Case Presentation.

### *Evaluation of Candidates*

All instructors are required to submit a written evaluation of candidates under their instruction at the end of each semester. Course evaluations of candidates include a detailed report on academic competence which is based on assessment of classroom performance, written assignments and oral presentations. If an instructor has particular concerns about a candidate, the instructor is obligated to share these concerns with the candidate well in advance of writing the evaluation, thus giving the candidate opportunity to demonstrate improvement.

All supervisors are required to submit written evaluations of candidates under their supervision by June 30th of each year. Evaluations of supervisees include a detailed report on clinical and therapeutic compe-

tence. This is based on an assessment of the progress made in integrating theoretical principals and therapeutic techniques in clinical practice. The supervisee's ability to use the supervisory relationship is an integral part of the evaluation as well. Supervisors must discuss evaluations with supervisees, after which the supervisee is asked to sign the evaluation form. The supervisee's signature does not necessarily imply agreement with the evaluation; rather it indicates that the evaluation was discussed by the supervisor with the supervisee.

A candidate may request access to his or her file at anytime. In fact, each candidate is encouraged to check his or her file on a regular basis to insure that it is up-to-date and includes all past and current evaluations as well as other required documents.

At least once a year, the Training Committee reviews each candidate's file and meets with each candidate to discuss their progress in the Training Program. Such a process insures that during the course of training each candidate is kept informed about his or her progress. In reviewing the candidate's evaluations from instructors and supervisors, the Training Committee may suggest that the candidate further explore certain issues that appear to hinder their work. This may entail additional or more intensive personal analysis or additional supervision. During the yearly meeting with the Training Committee, candidates also have an opportunity to discuss any of their questions or concerns.

A candidate may appeal a Training Committee decision by petitioning the Institute Committee in writing. A candidate may be represented at such an appeal by counsel (legal or non-legal) from within or outside of TRISP.

### *Evaluation of Supervisors and Instructors*

Candidates are required to submit written evaluations of instructors and supervisors promptly at the end of each semester. All candidate evaluations of instructors and supervisors are confidential. Each semester the Institute Committee reviews candidate evaluations of instructors and supervisors and discusses its findings with appropriate faculty members.

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## Training and Evaluation

### *Personal Analysis*

Because personal analysis is an essential component of the training experience, an intensive psychoanalysis is required of all candidates while attending the Institute.

For candidates with no prior analysis, a minimum of 400 hours of personal analysis is required for graduation. At least 120 of those hours are to be on a three-times-a-week basis before beginning the third year of training. While these are the minimum requirements, a more intensive analysis is recommended.

Candidates who have undergone analysis prior to entering the Training Program or who are in ongoing treatment at the time they enter, may be granted a waiver for a portion of the required personal analysis hours. The Training Committee, based on admission evaluations, makes the decision as to the number of hours to be waived. However, in all cases, at least 240 hours of personal analysis during the four years of training are required for graduation. Of the 240 total hours, 120 must be conducted on a three-times-a-week basis and completed before beginning the third year of training.

Throughout the Training Program a candidate is required to be in analysis. In other words, if for some reason it takes longer than four years to complete the program, the candidate must continue in treatment even if the minimum requirements have been met.

Based on periodic evaluations, candidates may be required by the Training Committee to seek additional analysis or to increase the frequency of sessions per week beyond the minimum requirements.

Approval of the candidate's personal analyst must be obtained from the Training Committee before beginning course work. An approved analyst must be a graduate of a psychoanalytic institute that meets the standards set by The National Association for the Advancement of Psychoanalysis (NAAP). If a candidate wishes to change his or her analyst while in training, the new analyst must also be approved by the Training Committee.

At the end of each year, candidates are required to obtain documentation of the number of analytic hours completed. Upon completion of the 120 hours on a three-times-a-week basis, documentation should also be submitted reflecting the completion of this requirement.

### *Case Presentation*

At the end of the fourth year of training, and in partial fulfillment of the requirements for graduation and certification, each candidate is required to submit a written summary of his or her control case. At graduation, each candidate will present his or her case to the TRISP community. Candidates are required to select a member of the faculty to serve as a discussant for their case. Graduation and certification are not dependent upon performance during the oral case presentation. Rather, this case presentation is viewed as part of the candidate's preparation for serving as a contributing member of the psychoanalytic community.

### *TRISP Psychological Services, P.C.*

As part of the Training Program, each full-time candidate is required to participate in TRISP Psychological Services, P.C. by donating at least one therapy hour per week. Participating candidates must be in supervision.

Patient per-session fees are set by the Psychological Services Committee. Candidates are compensated as independent contractors at a reasonable rate. In order to cover clinical and administrative costs, such as the costs of intake interviews and record maintenance, the full fee for the first three sessions with every patient will revert to TRISP Psychological Services, P.C.

Patients remain in treatment with their candidate-therapists until the candidate graduates from TRISP. At that time the patient has the choice of continuing with the graduated candidate in his or her private practice, or remaining with TRISP Psychological Services, P.C.

Candidates are required to maintain updated clinical records and must submit periodic progress reports and treatment summaries for all patients.

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## Board of Trustees

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The Board of Trustees is the policy-making body of TRISP. Chair and co-chairpersons of all TRISP committees present decisions involving major changes in stated policy to the Board for final approval. In addition, the Board is responsible for approving new faculty members, determining the status of faculty members as personal analysts, supervisors, and instructors as well as approving changes in the training status of candidates (e.g., probation or expulsion). The Board also makes arrangements with other organizations to co-sponsor professional activities and events.

## The Training and Research Institute for Self Psychology

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## Senior Faculty

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Donna Fellenberg, C.S.W.

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Patricia Walter, C.S.W.

board & faculty

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



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