

CTP TRAINING PROGRAM MANUAL

The Centre for Training in Psychotherapy offers in Canada a full program for training psychodynamic psychotherapists

The deadline for application to the program is May 15

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ADMISSIONS

In light of our master's level academic program and the complexity of an experiential training to be a psychotherapist, applicants to CTP require the following:

- A bachelor degree or its equivalent
- 80 hours of individual psychodynamic psychotherapy
- Applicant submission of an autobiography and 2 letters of reference
- Applicant submission of a Prior Learning Profile where applicable
- Individual interviews with 4 faculty members who then meet as a committee to arrive at a recommendation concerning applicant acceptance to the faculty
- Faculty formal vote regarding acceptance

The application process

1) The application process begins with an initial interview between a person interested in the program and a member of the faculty. In view of the significance to each potential applicant of entering a training to practice psychotherapy as well as the importance of this training being a good “fit” for them, they are asked to review the program description on the CTP website before the mutual interview, if they haven’t already done so. They are also informed about the requirements for a bachelor degree or equivalency as well as for 80 hours of psychodynamic therapy.

The initial interview usually takes place in a meeting, but when circumstances make it too difficult, it is carried out by phone or on Skype. Possible applicants arrive with questions and comments about the program. They speak more fully and personally about their lives: why they are interested in training, and circumstances in their lives that are relevant to it, such as their central relationships, their work and their finances. They often ask for clarification about the regulation of psychotherapy and about what kind of practice they may envision.

The interviewer explains that, as CTP is part time adult education and training, we allow for a certain flexibility of pacing within each sequential Phase. Factors such as financial demands, work or family obligations, illness or emotional pressures might suggest a slower pacing. For example, a first year student might choose or be advised to begin with only the Lectures and Seminars or only the Psychotherapy Training Group. We also allow for short leaves of absence.

During this initial interview, an application package which includes information, a list of requirements, and relevant forms are given to the potential applicant and reviewed with them.

The package includes:

- a description of the CTP lecture series and reading list for the coming year
- a list of tuition fees
- an application form requesting contact information, a description of their education level, and their psychotherapy history
- a request for 2 signed letters of reference to be sent directly by their authors to the Assistant Registrar without the mediation of the applicant
- for those without a bachelor degree, a form for structuring a Prior Learning Profile to establish equivalency (see below)
- description of an autobiography of approximately 10 pages in which they describe themselves, their psychological development, as well as the experiences and circumstances in their life that have led them to consider studying to be a psychotherapist.
- application fee. These contents are to be sent or taken to the Assistant Registrar.

If the Foundation lectures are in process the potential applicant is invited to attend a lecture of their choice and arrangements are made to receive them at that lecture.

This entire exchange between faculty member and potential applicant constitutes the initial interview.

2) If the person so interviewed decides to apply to CTP and submits the application detailed above, the Assistant Registrar informs the Admissions Coordinator, who sets up an interview

committee of the initial interviewer and 3 other faculty members. The 3 interviewers' contact information is communicated to the applicant who is asked to contact each of them to arrange a meeting time.

3) Before meeting with the applicant each interviewer reads the contents of their application forms. Applicants are encouraged to regard their meetings with faculty as mutual interviews, bringing forward questions, comments and relevant personal information that come to mind as they move through the interview process.

4) Each interviewing faculty member prepares a report of the interview based on the criteria for assessment of applicants outlined below. Each interviewer independently evaluates the applicant's prior learning assessment before seeing the reports of the other interviewers.

Criteria for assessment of applicants

The criteria considered here apply to all applicants whether with bachelor degrees or with equivalency status to be ascertained. Assessors draw on the applicant's autobiography, their Prior Learning Profile where applicable, the description of their psychotherapy, their letters of reference and on meeting them personally in conversation to assess what competencies relevant to psychotherapy they would bring to the training.

1. Given that psychotherapy is delivered through a "relationship based primarily on verbal and non-verbal communication" (Psychotherapy Act 2007), faculty are attentive to how applicants present themselves in the interviews. How open to disclosure of salient personal information are they? How well do they listen and respond, "connect" in conversation? How much self-understanding do they seem to have? How personable and interested in others? How self possessed in thinking and expression of their views? Do they have a sense of humour? How broad are their interests and experience?
2. Relevant life experience and maturity are evaluated. For example, applicants' commitment to ongoing learning in their work and ordinary life; their capacity for constancy and responsibility in relationships, professional and with significant others, family and children, friends and community. Their breadth of interest and experience.
3. Moral, social, spiritual development referred to in the Foundation competencies, including a developed respect for sexual, gendered and ethnic diversity.
4. Emotional intelligence, which is so necessary for a full grasp of the clinical literature and for participation in the psychodynamic training group.
5. The capacity to read clinical literature at a graduate level of difficulty, to articulate it in discussion and in writing in ways that can be understood. The capacity for critical thinking.
6. Trauma experienced is weighed for its possible effects: how serious has it been? Is the applicant aware of working on the effects of their traumatic experiences? Will these disadvantage or contribute deep understanding to the applicant in their future practice?
7. Considerable attention is given to ascertaining the readiness of applicants to enter a psychotherapy training group in their first year if they have had no previous group experience.
8. Applicants' practical questions regarding both the financial costs and gains as well as obstacles to an eventual practice of psychotherapy are indications of maturity and life experience.
9. Applicants' questions about the regulation of psychotherapy and the CRPO similarly indicate the thorough and responsible ways in which they are arriving at this important decision.

Students entering the CTP training program are embarking upon a transformative learning experience. The admissions process seeks to evaluate the applicant's capacity to do so. When the interview process is completed interviewers meet as a committee. Each member brings the applicant's submitted papers as well as an interview report prepared by each of the 3 interviewers and circulated among them. They arrive at a recommendation as to whether the

applicant should be accepted or not accepted, as well as whether the committee is unanimous, or have reservations and/ or conditions in the report they will present to the faculty.

5) Once the faculty has voted on the recommendation their decision is relayed as soon as possible to the applicant; and to the assistant registrar who will or will not be sending the applicant a registration package.

6) Certain candidates are required during their 2 year Foundation phase to submit brief essays and/or to arrange for mentoring in theoretical conversation and required essays. These requirements could also be asked of candidates with bachelor degrees.

The possibility of equivalent standing enables many gifted, experienced and richly diverse candidates to practice psychotherapy.

Guidelines for applicants without a Bachelor degree who are preparing a request for equivalency based on Prior Learning

The Criteria for assessment of applicants outlined above brings to light competencies and qualities that indicate mature students and should be read carefully. What follows below is a template for creating your Prior Learning Profile.

Prior Learning Profile

The fee for processing a Prior Learning Assessment Review is \$60

Applicants without a Bachelor degree will complete a self profile describing their:

- formal education
- areas of present knowledge—Humanities, Arts, Religion, Social and Natural Sciences
- professional and artistic abilities
- experience in critical thinking
- ability to study psychological theory at an advanced level
- competencies in human relating, communication, and social responsibility

Applicants are encouraged to explore *in what ways* these competencies may have been developed in:

- previous education
- professional training and work experience
- parenting
- primary relationships
- community involvement
- being a first or second generation immigrant
- dealing with disabilities personally or with significant others

Guest in the Program

People who are not students or graduates of CTP may attend a lecture or lectures if:

- 1) They have been invited by a student, graduate or faculty member and have contacted the Foundation Coordinator.
- 2) They are interested in applying to enter the CTP training program and have had an initial interview with a faculty member who has invited them to attend a lecture.
- 3) They have contacted CTP and asked if they could attend one or more lectures.

CTP TUITION FEES

Prior Learning Assessment Review \$60

Foundation Phase:

Lectures – Includes Monthly Seminars	(2 yrs req'd)	\$2,800 per year
Psychotherapy Training Group:	(2 yrs req'd)	\$4,385 per year
PEP Web Annual Fee:	mandatory	\$155 per year

Clinical Phase:

Clinical Applications Seminar:	(1 req'd)	\$2,275 Semester 1 & 2
Psychotherapy Training Group:	(1 yrs req'd)	\$4,385 per year
Concentrations:	(2 req'd)	\$1,125 per concentration

Clinical TIT Phase:

Clinical Applications Seminar:	(1 req'd)	\$1,125 Semester 3
Psychotherapy Training Group:	(1 yrs req'd)	\$4,385 per year
Required Seminars:	(2 req'd)	\$1,125 per seminar
Elective Seminars:	(1 req'd)	\$1,125 per seminar
Supervision Seminars:	(2) req'd	\$2,275 per seminar
Individual Supervision:	(80) hours req'd	\$80 per supervision hour
PEP Web annual Fee:	mandatory	\$155 per year

Please note that the fee schedule is subject to change

Claiming Personal Psychotherapy

Foundation and Clinical students can claim their personal psychotherapy as a medical expense, they cannot claim it an education expense because the receipt for therapy doesn't come from CTP.

Therapists in Training can claim their personal psychotherapy as a medical expense OR (*for therapists in training using the Professional Expenses form for self-employment*) as Professional Development.

When claiming the amount as Professional Development the full amount comes off the self-employed income and gets the CRA computer used to this taxpayer having a Professional Development line on their expenses form. (The student has to write it in on the form.)

Claiming Supervision Fees

Therapists in Training can claim their Supervision fees as Professional Development.

When claiming the amount as Professional Development the full amount comes off the self-employed income and gets the CRA computer used to this taxpayer having a Professional Development line on their expenses form. (The student has to write it in on the form.)

Claiming Expenses & Client Fees

Being a TT is being a student. However, because the TT is beginning to set up their practice, i.e. receive fees from clients being supervised, and paying fees directly to a supervisor, they can claim their expenses and income under self-employment i.e. a business, if they so choose. CTP does not specify which one it should be considered, but leaves that to the TT to decide, hopefully with the guidance of their accountant, which is more beneficial income tax-wise.

TUITION AND REFUND POLICIES

Tuition Policy

As a not-for-profit educational institution CTP operates solely on the basis of student tuition revenue; there is no government subsidy or other source of income to fund the program. The tuition fee is determined by the actual operating costs (faculty payments, property rent, tax, utilities, maintenance, administration, marathons rent/meals, etc).

Faculty members are not compensated with a salary & benefit package. Since CTP began in 1985 faculty have continued to accept a stipend, which has increased on an inflationary basis. Faculty continue to carry their administrative roles with little remuneration.

CTP does not build in an annual profit margin. For this reason, the tuition and administrative fees are increased as necessary to cover the actual cost of delivering the program, which includes the inflationary increase and for any unanticipated expense that has been incurred or is to be forecasted for the upcoming academic year.

The administration fees have been established as follows: <u>All costs shown are per academic year</u>			
Pep web	\$155	Returned Bank Payment	\$35
Late Registration	\$75	Monthly Payment Plan	\$25
Each request to change post-dated payment plan	\$25	Clinical Phase application	\$150
Supervision application	\$200	Request to graduate	\$200
Individual Supervision - Per session	\$80	Letter Request &/or Duplicate tax receipt	\$25

An annual fee of \$155 must accompany the completed registration form **for all students**, including students who are not taking courses, but who wish to maintain a basic registration in the program. This is the fee for your student subscription to PEP web. It is a condition of CTP's contract with PEP and is a mandatory requirement.

The administration fees that CTP incurs in order to administer banking and student financial accounts will not change this year. Students can minimize these costs by ensuring their financial account is paid according to their payment plan agreement.

Refund Policy

One of our tuition charging problems is the human tendency to change one's mind. This is understandable, but financially challenging in a school that tries to keep learning groups to effectively small numbers. If we use registration numbers to set up small groups, which are also financially viable and if a number of students change their minds in September, we are often left with four or five groupings that do not meet their costs. As some of you may know, in the past we have not cancelled such groups out of respect for the students who remain registered. We want to continue this policy of maintaining groupings wherever we can, so our refund policy is designed to make this financially possible.

For lectures and psychotherapy training groups:

- a. There are no refunds after December 15th.
- b. Prior to December 15th, a 15% operating cost is retained plus a pro rata charge for learning meetings up to the date of withdrawal, which is subject to faculty and Registrar approval.

For seminars, concentrations, clinical applications and supervision seminars both September and January semesters:

- A request for cancellation received by the Registrar within:
- a. 30 days of the Registration deadline (June 17th) will be eligible for 60% refund of tuition fees
 - b. 31 to 60 days of the Registration deadline (June 17th) will be eligible for 30% refund of tuition fees.
 - c. **There is NO REFUND after 60 days from the June registration date and no rain check or deferral credit.**
 - d. Any notice of changes in registration and/or requests for refunds are to be made in writing to the Registrars office. The date when such a request is received will be the date used to calculate the refund (if applicable).

FOUNDATION PHASE

Students accepted into the Foundation phase concentrate on theoretical issues. At the same time they are introduced to practical aspects of psychotherapeutic work in the Psychotherapy Training Group. The Foundation phase has been structured in such a way that it is possible for a student to complete it in two years. It consists of academic courses and the Psychotherapy Training Group.

Attendance at lectures is an important part of the training. While the lectures are posted on the CTP website to listen to, this does not mean that students can only listen to the recordings.

If a student misses 3 lectures in any one semester, they are required to meet with their faculty advisor to discuss make-up assignments. Absence from 50% of the lectures, in any one semester or any one year requires that the student repeats that semester/year. Leaving a lecture early will be counted as an absence.

Two years in Psychotherapy Training Groups are required for completion of the Foundation Phase of the CTP program and acceptance to the Clinical Phase of the CTP program

Foundation Lecture Series

Lectures take place Monday evenings from 6:30 to 8:45 p.m. and include a fifteen-minute break. A complete schedule is provided at the beginning of the year.

Purpose

The CTP program is rooted in the psychodynamic tradition, particularly in psychoanalysis and its developments. To provide a foundation for the study of that tradition the Lecture Series focuses on major contributors of the last two hundred years. The aim is to familiarize students with the basic conceptual frameworks within which most psychodynamic psychotherapy is practised today. Because the material to be covered is extensive, lectures are organized to take place over a two year period. For students entering the program at the start of the second year of the cycle, an introductory lecture recapitulates the themes of the initial year.

Lectures are given by a faculty member who has a particular affinity for the theoretician being presented.

Requirements

The theory presented can be difficult, diverse, and profoundly affecting. Our students are asked to enter upon a long process of understanding and personally appropriating this literature of psychotherapy. They are encouraged to consult throughout their work with lecturers and seminar leaders.

Students attending the Lecture Series are required to complete two assignments each year:

An Oral Examination on Freud	years 1 or 2
Three Papers (or 2 papers and a second oral exam)	2000-2500 words each

Students may do only one oral per year

Papers are submitted to the faculty member who has lectured on the theoretician considered in the student paper. The lecturer will provide a list of possible essay topics. In consultation with the lecturer, students may choose other topics. The outline for the first paper should be submitted by January 31; the outline for the second paper, by April 30. Outline forms will be made available by the seminar leaders. Deadlines for the submission of the papers are March 31 and May 31.

Extensions are discouraged. Those students requesting them must do so on the “Request Extension of Paper Submission” a form available under the “Student Downloads” tab on the CTP.net website. Their requests will then be reviewed by the appropriate lecturer. Regardless of a granted extension, students’ papers must be submitted to, approved and passed by the faculty member by July 31 at the latest, for the student to be accepted into any courses in the Clinical phase of the program.

FREUD ORAL

Freud Oral Exam: Overview

During the 2-year Foundation Phase of the CTP program, students study a lexicon of psychoanalytic terminology, entitled “Psychoanalytic Literacy Index.” These are terms and themes central to an understanding not only of a language promulgated by Freud but psychodynamic thought as a whole. The value of immersive study of this terminology is proven throughout the Foundation and Formation phases of the CTP program, as the Literacy Index terminology is taken up by successive theoreticians and clinicians in the psychodynamic tradition.

Study of Index terminology is best done in a collegial setting, which parallels the model in which these terms were first developed and deployed. Students work together in study groups of 3 or 4 members. Early in the second semester each study group meets with the Freud lecturers for a 3-hour oral examination on the Psychoanalytic Literacy Index.

During the 2 to 3 months leading up to the oral exam, one of the Freud lecturers joins in each of the study group conversations at least once, helping the students to stage a trial or “mock” exam in preparation for the real examination, and invites their questions and comments (in person or by email) throughout.

In essence: As students work individually and collegially, reading Freud’s work and discussing it among their peer groups, they begin to encounter Freud more as interlocutors, listening to, discovering, weighing and identifying his observations in the context of their own experience. The necessary place of conversation in stimulating their ongoing understanding of psychodynamic therapy becomes clearer. Learning this terminology and developing a more confident literacy in psychodynamic discussions fosters professional thinking and development.

Taken together these capacities and qualities show that students have engaged together in a transformative learning experience. Students frequently identify their study group as yielding their deepest and most solid understanding of Freud’s work.

At the exam’s conclusion, the lecturers address the study group about their own evaluation.

FOUNDATION PHASE LECTURE SEMINARS

Purpose

The Lecture Seminar is a forum in which 8 to 10 students, led by a Faculty member or a Graduate Fellow, examine aspects of the lectures and the assigned reading material. The intent is to create an atmosphere in which to raise questions and clarify theoretical issues. The dialogue that results also enables participants to begin to explore for themselves the meaning of each theorist's approach to human nature and the psyche. Practical application will eventually follow from a grasp of the conceptual material. The seminar leader will help bridge the theoretical and the practical by drawing upon clinical experience and case material.

Requirements

Lecture Seminars take place monthly from September to May. They are scheduled to coincide with what is being covered in the lectures. Lecture Seminars last approximately three hours, with one or two breaks.

Attendance at and participation in seminars are required. Seminar leaders will monitor attendance and participation and at year end will assign a pass or fail in the seminar program. Students are expected to attend every seminar. If they must miss their own seminar, they should attend the appropriate seminar of another group. The student should inform the other seminar leader of their intention to attend and this should be done in time to receive any preparatory information.

If students cannot attend another seminar on the appropriate topic, it is acceptable to miss one seminar. In the event that more than one seminar is missed the student is responsible for writing a short paper of 500 to 1000 words on the seminar(s) missed beyond the first seminar. The focus of the paper will be on the topic missed and not the particular theorist. Some discussion with the seminar leader about the intended approach and focus of the paper is recommended.

The paper is submitted to the seminar leader. The deadline for submission is July 31 of that academic year. It is understood that the paper is intended to assist the student in grasping the material that they missed and that some follow up discussion with the seminar leader and further writing may be involved. All such papers must be completed and approved before a student's registration for the next year can be finalized.



ACADEMIC CERTIFICATE

To mark the intrinsic value of the two-year academic cycle, all those who successfully complete the academic part of the Foundation phase (Lectures, Lecture Seminars, papers, examinations) will be eligible for a Certificate of Psychodynamic Studies.

PSYCHOTHERAPY TRAINING GROUPS

110 hours total per year
34 weekly @ 2 hours each = 68
2 minithons @ 9 hours each = 18
2 marathons @ 12 hours each = 24

(4) years required

The Psychotherapy Training Groups are a major component of the CTP program. They provide students with the opportunity to build together an interactive environment in which they feel encouraged to be themselves, to express themselves, and to be open about their responses toward each other. Such openness and self-expression are difficult in a society that encourages conformity and avoidance of deep feeling.

In the ongoing struggle to speak and listen directly and honestly, participants grow in the awareness of how they were formed through the influences of family, schooling, nationality, religion, and the many events that have made up their life history; for example, illnesses, deaths, moves, and so forth. A rich variety of stories and responses emerges. The central task of the group members is to experience themselves and others in a more and more open and unconcealed way. Together with individual therapy, groups provide the opportunity for intense personal growth and the development of Safe and Effective Use of Self.

Two years in Psychotherapy Training Groups are required for completion of the Foundation Phase of the CTP program and acceptance to the Clinical Phase of the CTP program

Four years in Psychotherapy Training Groups are required for graduation. Groups meet weekly and in twice yearly weekend marathons and twice yearly weekend minithons.

FACULTY ADVISOR

Each student will have a Faculty Advisor appointed by the faculty until they reach the Therapist in Training phase. The student is free to choose an alternate faculty member.

The Faculty Advisor can help keep a personal face to the student's relation with the program and its parts. The student might seek advice on academic matters, balance and selection in his/her program, the kind of therapy the faculty is likely to consider adequate, and so forth. Especially at times of transition, such as application to the Clinical Phase and to Supervision, the student should take full advantage of her/his advisor's help.

At least twice a year during the Foundation phase, the student is required to meet their Advisor to consider their progress in the program. It is the responsibility of the student to arrange these meetings.

After the student has begun to work under Supervision, the Primary Supervisor will ordinarily function as the student's Faculty Advisor.

CLINICAL PHASE

Admission to Clinical Phase and to Clinical Applications

Admission to the Clinical Phase and to the course entitled Clinical Applications requires the satisfactory completion of all Foundation Phase courses, two years of Psychotherapy Training Group and the vote of the faculty.

Students seeking admission should do so in writing by April 15 to the Registrar, who will bring their request to the faculty. Guidelines and forms for completing the submission to the faculty are found under the “Student Downloads” tab on the CTP.net website.

The consideration given to entering the Clinical Phase is an important process in the CTP program. At regular meetings with his/her Faculty Advisor, the student’s preparation for the Clinical Phase and Clinical Applications is usually discussed.

This phase is tailored to individual differences among students. For that reason, no time limit is set for the completion of the Clinical Phase.

By applying for entry to the Clinical Phase and Clinical Applications, the student signals his/her intention to prepare practically to work as a psychotherapist. The permission of the faculty signals its judgment that the student shows an aptitude for this work and will likely be ready to begin in a year or two.

Why might the faculty refuse permission at this stage? Examples may be:

- the student has an inadequate grasp of the theory;
- there has been insufficient or inappropriate participation in the Lecture Seminars;
- the student evinces underdeveloped attunement to others;
- the student manifests withdrawal in the presence of strong emotion;
- additional therapeutic work is needed before proceeding to the Clinical phase;
- fees not paid

After the faculty has considered the requests for admission to the Clinical phase, their decisions are shared with each applicant by personal communication.

Once accepted, students are encouraged to discuss with their Faculty Advisor or other faculty, their general plans for the Clinical Phase including:

- choice of Concentrations;
- timing of participation in Clinical Phase Seminars and Special Topic Seminars.

Entry to the Clinical phase and to Clinical Applications does not guarantee advancement to actual work under Supervision. For admission to working under Supervision, there must be another application by the student, as well as a corresponding assessment of the faculty that the

student is now ready to begin the practice of psychotherapy. Guidelines for this application can be found in the Applying to Practice Under Supervision section of this manual.

Clinical Applications

Students wishing to enter Clinical Applications must have completed all the requirements of the Foundation phase and must have formally applied to the faculty.

On acceptance into the Clinical Phase of the program, the student enters Clinical Applications. Designed as a three semester seminar, with some workshop aspects, Clinical Applications gives the student an initial exposure to what it is like to sit down with clients and begin to do psychotherapy. The orientation is eminently practical.

The student learns about such matters as the setting conducive to psychotherapy, the handling of the first contact with the client, the formulation of client status, characteristics of the various phases of therapy, the qualities of good psychotherapists and good psychotherapy, techniques that enhance therapeutic work, the therapeutic relationship (particularly transference and countertransference), outside resources available to supplement psychotherapy, note taking, dealing with crises, ethical issues in psychotherapy, risk assessment, and business aspects of psychotherapy.

The seminar involves discussion of principles and cases. Dramatizations are employed to help the student get a "feel" for the concrete therapy situation. Experiences of both the seminar leader and the participants are brought forward to enhance the discussions.

Issues relating to readiness for working under Supervision are talked about. Because Clinical Applications is not a psychotherapy training group, discussions are conducted on an objective basis.

For further course information see "Clinical Applications" under the "The CTP Program" tab on the CTP.net website.

Applying to Practice Under Supervision

The most important transition occurs when a student signals readiness to work as a psychotherapist and is admitted by the faculty to this stage of the program. The student is then considered to be a clinical candidate.

The CTP faculty is committed to the process of regular, systematic supervision as an essential element in the training of a depth psychotherapist. What follows explains how the student enters this stage of the program and begins to work under supervision.

Applications for admission will be accepted only from students who have completed two semesters of Clinical Applications or are presently in the second semester. Participation in a third year of Training Group and a Concentration are also required.

Guidelines and forms for completing the submission to the faculty can be found in the CTP Application - Admission to Therapist in Training Phase of the Program in this manual. ***April 25 is the latest date for submitting an application.***

The faculty urges students to consider the writing of this application as a serious endeavour in which they understand and present their reasons for wanting to assume the responsibilities of working as a psychotherapist.

In the course of preparing a request for admission to Supervision, the student is urged to give serious consideration to the choice of a Primary Supervisor. Ordinarily this will be a faculty member with whom the student feels both personal and professional affinities and who, in the student's opinion, will be best able to help her/him to develop as a psychotherapist. Apart from the personal psychotherapist, possibly no one else will have such an influence on the way the student will work in the early years of formation as a psychotherapist.

The applications are read with care by every member of the faculty and discussed in a faculty meeting in conjunction with a review of the student's participation in the CTP program. The faculty takes care beforehand to ensure that recent, personal and direct communication with applicants is represented in their discussion.

The faculty looks for signs that the student is developing the personal and professional qualities expected of CTP candidates who work with clients under supervision. They consider the aptitude and readiness of the student for working as a therapist, the student's level of commitment, the stability of his/her life situation and the adequacy of his/her personal therapy.

Completion of the above requirements for admission to Supervision is not in itself sufficient reason for acceptance. Some examples of why the faculty might refuse permission to go forward at this stage are:

- there is serious doubt about the student's aptitude or readiness for psychodynamic

practice

- additional personal therapeutic work is needed before beginning to practice
- the student is not fully enough committed to the work
- the student evinces excessive fear of self-exposure and criticism, raising doubts about the possibility of a fruitful relationship with supervisors

Applications will be considered by the faculty in the closing weeks of the academic year, so that the student's participation throughout the year can be reviewed.

Concentrations

The Concentrations are Clinical phase courses and are open to students who have completed the requirements of the Foundation Phase of the Lecture/Seminar series.

Students who have finished the Lecture/Seminar Series but have not completed the two years of Psychotherapy Training Group required to advance to the Clinical Phase may request permission to attend a Concentration by filing a “*Request Exception to Course Requirement*” form.

The Foundation Lectures introduce students to a range of key theorists; the Concentrations allow for a more intensive examination of a particular author or school.

The subject matter of the Concentrations is arrived at each year by exchanges among faculty and students. Faculty hear from students those authors they wish to study in depth, and faculty inform students of what they can offer. Since a quorum of six students is required, setting up a Concentration may involve some flexibility on the part of those concerned.

The Concentration seminars meet for 30 hours over two semesters spanning the academic year.

The length and the frequency of meetings can be arranged by the seminar leader and the participants.

Although seminar requirements vary, they typically include submitting summaries of the readings, papers or projects, and seminar presentations.

Candidates are required to participate in (2) two Concentrations on separate subjects over the course of their training. A student who chooses a Concentration which spans two years will still be required to participate in a second Concentration.

For further information see the Concentrations and Seminars list under the “The CTP Program” tab on the CTP.net website.

Clinical Phase Seminars

Students are required to participate in (2) two mandatory and (1) one elective Clinical Phase seminars over the course of their training.

(They are not to be confused with Concentrations or Foundation Lecture seminars).

The two mandatory seminars are:

- Dream Seminar
- Critical Reflections on the Language of Psychotherapy

Each year various other Clinical Phase Seminars are offered as Electives. A student is required to complete at least one elective Seminar. Some are experiential, for example, Authentic Movement, others may focus on a clinical issue, such as dissociation, and/or a particular theoretical perspective.

Seminars meet for a total of 30 hours.

For further information see Concentrations and Seminars list under the “The CTP Program” tab on the CTP.net website.

Dream Seminar

The Dream Seminar meets for two hours each week for fifteen weeks spanning one semester. The work of the seminar is experiential rather than theoretical and centres on the dreams of the participants. It is a required seminar for all clinical students.

Telling one's dream to a group is a unique experience. Not only are dreams intimately self-disclosing but they are revealing in ways one cannot always anticipate. Consequently the ambience created is crucial to the group's effectiveness. The group environment must be trusting, receptive, candid, and focused on the dreamer. To facilitate such an atmosphere, some form of relaxation may be used.

Because of the personal readiness required for such an exercise, participation is limited to students who have completed three years of a Psychotherapy Training Group. Occasionally, however, at the discretion of the leader, auditors who have a solid personal psychotherapy may join the seminar.

Seminars meet for a total of 30 hours.

For further information see Concentrations and Seminars list under the “The CTP Program” tab on the CTP.net website.

Critical Reflections on Language and Psychotherapy

The Critical Reflections Seminar meets for two hours each week for fifteen weeks spanning one semester.

This course is placed near the end of the academic curriculum. Students by this time are familiar with the major authors of psychodynamic psychotherapy. To participate, students must be well into their work under supervision.

A required course, Critical Reflections attempts a critical and historical overview of therapeutic ideas and practice. Students are asked to examine their own most deeply held positions, to reflect on authentic appropriation and the use of theory in their practice.

Seminars meet for a total of 30 hours.

For further information see Concentrations and Seminars list under the “The CTP Program” tab on the CTP.net website.

Special Seminars

Students in the Clinical Phase are required to participate in **(4)** of these 6 hour courses that are conducted by the faculty on special topics. The topics are:

- Child Abuse *
- DSM *
- Diversity
- Psychodynamic Diagnostic Manual (PDM)
- Trauma
- Risk Assessment

Courses marked with an * are no longer offered.

Students should remember that these classes are a graduation requirement. They are offered on a two year cycle, so care should be exercised when choosing to attend.



Guest in the Clinical Phase

Those wishing to participate in a Clinical Phase Group or Seminar may apply to the Registrar. Admission will be at the discretion of the faculty.

THERAPISTS IN TRAINING PHASE

General Information and Requirements

1. The Coordinator of Supervision will convene all students newly accepted to work under supervision for an information meeting in late June of each year.
2. A student accepted to work under supervision will be referred to as a therapist in training . The formal designation that indicates standing as a practicing student therapist is CTP(space)Dipl(space)Can(no periods): CTP Dipl Can
3. In all written or oral discussions of their work, therapists in training may also refer to themselves as training therapists or student therapists. *The protected titles psychotherapist and therapist are not permitted.* However, because students need to indicate the area in which they are training, the terms psychotherapy, psychotherapy services and psychodynamic therapy are acceptable. In all written material, including business cards and website profiles, therapists in training must indicate in full their status as a therapist in training at the Centre for Training in Psychotherapy (the initials CTP are not sufficient).
4. Students accepted to work under supervision are not eligible to enrol in supervision seminar until the *second* year of clinical work.
5. Faculty fully supports collegial conversations among CTP therapists in training. However, “peer supervision” is not acceptable. Supervision is the sole responsibility of the faculty.
6. If, in the course of a year, a student is unable to continue to practice, the primary supervisor should be notified and a letter provided to the Registrar of CTP.
7. Prior to commencing practice, each new therapist in training will be required to:
 - ensure contact with the primary supervisor, who will be the person to answer questions and provide guidance in this transition to clinical work.
 - sign a copy of the Letter of Understanding. This signed form is submitted to the Assistant Registrar for inclusion in the student file.
 - obtain professional liability insurance, and immediately upon receipt of the insurance certificate, provide a copy to the Assistant Registrar for placement in the student file. See the section below titled Professional Liability Insurance.
 - ensure that the Coordinator of Supervision and the Assistant Registrar have a current home address, telephone number and email address.
 - ensure that *all clients* are interviewed and supervised by CTP faculty, and registered with CTP. See the section below titled Client Registration and Fee.
8. Except in the year of graduation, all therapists in training are required to provide an annual self-evaluation and information update. A draft is due to the primary supervisor by May 1; the final version is to be submitted by June 1 to the Assistant Registrar for the student file. See the

section below titled Annual Self-Evaluation and Information Update.

9. All therapists in training are expected to be familiar with the website of the College of Registered Psychotherapists of Ontario (CRPO) <www.crpo.ca>, especially the link to Professional Practice Standards. In order to practice after graduation, every therapist in training, in the year prior to graduation, must use this website to complete both the College's on-line Jurisprudence Learning Module and their Registration application. The grandparenting option for registration ends March 31, 2017.

Professional Liability Insurance

The CTP requires that each student obtain professional liability insurance in anticipation of beginning to work as a therapist in training. This professional liability insurance covers the student in the event of a malpractice suit. Commercial liability coverage is included with professional liability coverage and is not optional. It provides coverage in the event of a lawsuit resulting from bodily injury to a client while in the office(s) in which a student conducts private practice and any damages to the premises themselves or to a client's property that result from the student's negligence. The commercial liability coverage is attached to the student and not location specific. Coverage for office contents is optional and is charged in addition.

The Canadian Association for Psychodynamic Therapy (CAPT) guarantees membership to all CTP therapists in training entering clinical work under supervision. As a benefit of membership, CAPT offers group-rate liability insurance. This insurance through CAPT will comply with the specific requirements of the CRPO. The procedure to obtain liability insurance is:

1. The student submits a membership application and student fee to CAPT.
2. CAPT then provides the student with an application for liability insurance through the designated insurance provider. Once the application has been processed and accepted by the insurance provider, a liability insurance certificate is issued.
3. The student keeps the original certificate and immediately provides a copy to the Assistant Registrar for placement in the student file.

Students are free to obtain professional liability insurance from other sources as long as they are certain that it is in compliance with the CRPO requirements:

<http://www.crho.ca/home/professional-practice/professional-liability-insurance/>

Liability insurance is renewed yearly and the student is responsible to ensure that a copy of the current certificate is on file at all times.

E-Therapy

Professional liability insurance is available to therapists in training through membership in CAPT (Canadian Association for Psychodynamic Therapy). The current provider, Sovereign General, offers worldwide coverage for all forms of E-therapy, with no requirement of an initial face-to-face session or of special communication with the provider at the outset of E-therapy.

If therapists in training secure liability insurance through another policy provider, they must follow E-therapy limitations and requirements as directed.

Individual Supervision

All questions regarding supervision should be discussed with individual supervisors. Once acceptance into supervision is confirmed, students may refer to themselves as therapists in training. The primary supervisor is a CTP faculty member who, in the student's opinion, will be best able to facilitate their development as a therapist in training. The primary supervisor will ordinarily supervise a student's first clients and will remain involved with a student's supervision until graduation.

Every therapist in training is required to have a *minimum* of three individual supervisors: one primary and two secondary.

- One of these three individual supervisors may be a Supervision Seminar leader.

Every therapist in training is required to provide an annual self-evaluation. See "Annual Self – Evaluation and Information Update" in this manual for instructions and submission deadlines.

Every therapist in training is required to provide an annual record of their supervision hours to the Assistant Registrar for the student file. This record is part of the annual self –evaluation and information update

A minimum of 80 hours of individual supervision is required for graduation.

Supervision Fees

Individual supervision fees are paid directly to each supervisor, and receipts are issued annually by that supervisor. The supervisor also provides a copy of this receipt to the Assistant Registrar. The individual supervision fee as of June 2013 is \$80 per hour (inclusive of HST) but is subject to change.

Supervision Seminar

A Therapist in Training will be eligible to enter a Supervision Seminar after one year of individual supervision.

These seminars are led by a faculty member and consist of other Therapists in Training.

- Two years of supervision seminar (120 hours) are required prior to graduation.

THERAPIST IN TRAINING REFERRAL SERVICE

CTP provides a referral service offering psychodynamic therapy with therapists in training at a reasonable fee. Prospective clients are interviewed by faculty for a nominal fee, and then referred to students working under supervision. The referral service is closed from July 1 through Labour Day and for two weeks between Dec. 24 and the re-opening of school in January.

To be eligible for the referral service list, students accepted to work under supervision must:

1. Obtain liability insurance.
2. Submit *a copy* of this insurance coverage certificate to the Assistant Registrar for the student file. *Students are required to provide a copy of the current liability insurance certificate each subsequent year of working under supervision.*
3. Email the following information to the Coordinator of Supervision: office location (address, major intersection, etc); days and hours available to work with clients; phone contact number to be used by faculty; phone contact number to be used by clients.

Ongoing:

1. The list of therapists in training accepting clients is current from September to June. You can place yourself on or off the list at any time by emailing the Assistant Registrar.

Each time you send this information to the **Assistant Registrar**, also include the number of clients you are seeing at that point. This information will also help in the referral process.

2. Any changes to your office location information, availability, contact information for clients and for faculty should be emailed to the **Supervision Coordinator**. This information will only be current if you remember to inform the Coordinator of any changes.

This information helps faculty distribute referrals. However, faculty takes seriously the effort to make the best match possible between client and therapist. Because of this important fact, there can be no guarantee of “equal” distribution.

A therapist in training may go on and off the referral list as often as needed. It is important to remember that accepting a new client is a significant decision and should be made in consultation with the primary supervisor.



NOTE: Currently no CTP referrals are made in July and August, therefore therapists in training are asked to report June, July and August referral numbers in the last week of August, with an indication of whether they want to be on or off the list starting in September.

Client Registration and Fee

Under regulation by the College of Registered Psychotherapists (CRPO), CTP faculty has supervisory responsibility for all work done by students working under supervision. Therefore, *every client prior to graduation* requires an initial interview and ongoing supervision by a member of faculty and must be registered with CTP. The interview fee is \$35. The client registration form can be found on the Ctp.net website in the CTP Program manual under the Manuals tab.

It is the responsibility of each student to keep the original registration form as part of each client's file. Additional copies are given to:

- the Assistant Registrar (for the student file)
- the primary supervisor
- the supervisor of that client (if supervised by someone other than the primary supervisor)

The maximum fee a student may charge per client hour is \$45, with the following exceptions:

- if a student is paying HST because they are making more than \$30,000 in self-reported income they may charge HST on top of the \$45 client hour charge
- If a prospective client is referred to a Therapist in Training from a source other than the CTP referral service, a student may, in consultation with the primary supervisor, charge a higher fee (to a maximum of \$70 per client hour) if the following requirements for graduation have been met:

1. A total of 300 client hours.
 - This requirement must include one therapy of at least 100 hours
 - one therapy of at least 80 hours
 - and at least three other therapies totalling 120 hours
2. The required minimum of 80 hours of individual supervision
 - with at least three supervisors
3. One full year (60 hours) of supervision seminar.

NOTE: Fees listed above are subject to change.

Client Notes and Record Keeping

In keeping with CTP requirements and the current Professional Practice Standards of the College of Registered Psychotherapists (CRPO), therapists in training must begin the practice of maintaining confidential client records and session notes. Although no official client record exists prior to registration with the College, students are expected to develop the following record-keeping practices:

1. Keep on file a confidential record of basic client information. [reduced spacing]
2. Keep on file confidential notes of each session and every instance of contact with a client, including phone, email and text.
3. Record dates of each session with each client and of each supervision hour pertaining to that client.
4. Keep a record of each financial transaction with the client.
 - In every instance, clients must be referred to by initials only or by a chosen unique identifier.

As of proclamation, April 1, 2015, the CRPO Standards of Practice are still in development. Students working under supervision will be updated as needed throughout this phase of their training, *but it is the student's responsibility to regularly consult the Professional Practice link on the College website (www.crpo.ca) for additional information.*

Information will also be forthcoming regarding essential issues of electronic security. *Client information of any kind must not be transferred to anyone via email*, and all files must be both password protected and on software encrypted for the purpose.

Therapists in training should discuss with each client the modes of communication that will be used. Limits on and pros/cons of these modes should also be discussed. (For instance, the fact that no text is encryptable and therefore contact information conveyed via text cannot be guaranteed secure.) As always, the client's consent should be noted.

Annual Self-Evaluation and Information Update

During each training year, students working under supervision are required to submit a written evaluation of personal development and provide an update of client information and supervision status. This evaluation is prepared in conversation with the primary supervisor, to whom a typed draft copy is submitted by May 1. The final copy of the Annual Self-Evaluation and Information Update must be submitted to the Primary Supervisor and the Assistant Registrar no later than June 1st.

After discussion and acceptance of the evaluation by the supervisor, a student submits a hard copy of the final document to the Primary Supervisor and the Assistant Registrar by June 1st. A current evaluation is required on file before a Therapist in Training may register for the next academic year.

Students who have been accepted into supervision but are not yet working with clients are required to provide a brief written update of current circumstances and intentions in lieu of the evaluation.

Students who have applied to graduate are not required to submit an evaluation in the year of their graduation.

Therapists in training should consider the following questions when writing their self-evaluations:

- What do you consider your strengths as a therapist in training?
- What areas of personal growth have most influenced your clinical work over the past year?
- What areas of your personal growth require further development?
- Are you satisfied with your academic level of competence?
- What types of client are you most at ease with?
- What types of client or what additional experiences do you need to promote your development as a therapist in training in the coming year?

In order to complete their self-evaluations, therapists in training are also required to provide the following information:

- A list of active clients *currently* in therapy (*initials only*).
- A list of inactive clients seen since entering supervision (*initials only*).
- The total number of sessions to date with each client, active and inactive.
- The number of individual supervision hours to date with each supervisor.
- The number of individual supervision hours to date for each client.
- The name of the company providing professional liability insurance.
- A current office address and telephone number.

Advertising Guidelines

In all printed material or web advertising, students must clearly indicate their status as a therapist in training at the Centre for Training in Psychotherapy (the initials CTP are not sufficient). They may include the designation CTP Dipl Can after their names.

Students may also refer to themselves as training therapists or student therapists. They may not use the protected titles psychotherapist or therapist. However, because students need to indicate the area in which they are training, the terms psychotherapy, psychotherapy services and psychodynamic therapy are acceptable.

Therapists in training may indicate training expertise *only* in psychodynamic psychotherapy with individual adults.

Advertising must be factual, accurate, objectively verifiable, independent of personal opinion and professionally appropriate. It should not include any information that misleads, either by leaving out relevant information, or by including non-relevant, false or unverifiable information.

Advertisements are prohibited if they pressure vulnerable clients, make a claim or promise a result that cannot be consistently delivered. Testimonials from a client, a former client or other person regarding the student's practice are not permitted.

Clients obtained through web or print advertising may contact therapists in training directly. Therapists in training are then required to explain the interview process and fee, provide the name and telephone number of the primary supervisor and alert the primary supervisor to expect a call from the prospective client. If the primary supervisor is unavailable, the prospective client may be interviewed by another faculty member.

Unless it becomes clear during the interview that client and therapist are a poor match, the interviewer will inform the therapist in training and the prospective client that the therapy may begin.

REQUIREMENTS & RUBRICS FOR STUDENT ADVANCEMENT

There are three major reviews for student advancement in the program:

1. When students have completed the foundation phase and apply to enter the clinical applications phase
2. When students have completed the clinical applications phase and apply to the supervisory phase in which they begin to work with clients in supervision
3. When students apply to graduate

All faculty members review and assess the students' applications for advancement

First Advancement

Criteria for advancement from the Foundation Phase to the Clinical Applications Phase

Includes the following:

1. Students must have completed all the requirements of the Foundation Phase
 - a) Two years of psychotherapy training group
 - b) The two year Lectures Series
 - c) Participation in Lecture Seminars (Lecture seminar is a forum in which 8 - 10 students and a seminar leader, a graduate fellow, examine and discuss aspects of the lectures and the assigned reading material. The intent is to create an atmosphere in which to raise questions and clarify theoretical issues.)
 - d) Freud oral exam
 - e) Three papers or two papers and one oral exam
 - Students may take only one (1) oral exam per year
 - Since a study group and oral exam on Freud is required, students may not write a paper on Freud

The papers and oral exam are based on the lecture material.

Students are required to demonstrate reading comprehension and writing skills at a master's level. This includes an ability to integrate complex knowledge and theory with clinical practice and techniques.

The grading for the following is based on a pass or fail basis:

1. Three papers (2000-2500 words each), or two papers and one oral exam
 - Students may take only one (1) oral exam per year
2. Freud oral examination
3. Individual Lecture Seminar Presentation
4. Lecture Seminar participation

Transformative learning is emphasized through the academic and experiential phases of the program. Transformative learning means bringing about change, and includes the following:

- psychological change in the understanding of self and other;
- accessing and receiving symbolic contents of the pre-conscious and unconscious;
- analyzing underlying motivation and premises;
- changes in one's perspectives, assumptions and beliefs. These changes lead to autonomous thinking and change in behaviour from reactive to responsive.

Transformative learning is embodied in individual psychodynamic psychotherapy that the students are required to be engaged in for the duration of the program.

2. Affective indicators for readiness for advancement:

- a) A good grasp of one's psychological difficulties as they are manifest in seminars but especially in group therapy
- b) Affect tolerance and impulse control
- c) Capacity for attunement to others
- d) Respect, care, and understanding of others beyond the surface level
 (deeper levels of understanding grow incrementally during participation in the next four years of the program)
- e) Ability to receive and give feedback
- f) The competency 4.3 Ensure safe and effective use of the self in the therapeutic relationship should be in evidence and in the process of developing

A student might be denied permission to advance to the Clinical Applications Phase of the program for the following reasons:

- the student has not completed all the requirements of the Foundation Phase as outlined above
- the student has an inadequate grasp of the theory
- there has been insufficient participation in the Lecture Seminars
- the student evinces underdeveloped attunement to others
- the student manifests withdrawal in the presence of strong emotion
- the student has difficulty receiving feedback and/or giving feedback in a respectful manner
- additional therapeutic work is needed before proceeding to the next phase
- circumstances in a student's life prevent sufficient engagement in the program

If a student is denied advancement the student's faculty advisor has a conversation with him/her and explains the reasons why advancement is being denied at that time. The faculty advisor discusses with the student areas that need improvement for the student to advance to the next phase.

Second Advancement

Criteria for advancement from the Clinical Applications Phase to the Therapist-in-Training Phase

Includes the following:

1. Students must have completed all the requirements of the Clinical Application Phase
 - a) Satisfactory completion of semester one and two of Clinical Applications
 - b) One concentration
 - c) Year 3 of psychotherapy training group

Students may begin any of the following requirements during the Clinical Phase, and must complete all of them prior to completing the Therapist in Training Phase:

- a second concentration,
- an elective seminar
- Dream seminar
- Critical Reflections on Language in Psychotherapy
- Trauma seminar
- Diversity seminar
- Risk Assessment seminar
- PDM seminar
- the third semester of the Clinical Applications seminar.

This allows the students to advance through the program at their own pace and state of readiness.

Clinical Applications Seminar with Workshop Components

Clinical applications seminar gives the student an initial exposure to what it is like to sit with clients and begin to do psychotherapy. The orientation is eminently practical.

The student learns about such matters as establishing the setting conducive to psychotherapy; the handling of the first contact with the client; taking a personal history for case formulation; characteristics of the various phases of therapy; the qualities of good psychotherapists and good psychotherapy; techniques that enhance therapeutic work; the therapeutic relationship; the therapeutic alliance; transference and countertransference; outside resources available to supplement psychotherapy; note taking; dealing with crises; ethical issues in psychotherapy; and business aspects of psychotherapy.

Dramatizations are employed to help the student get a "feel" for the concrete therapy situation.

Experiences of both the seminar leader and the participants are brought forward to enhance the discussions.

The three clinical applications seminars contribute to developing the competencies as set out by the Council of the College of Registered Psychotherapists in Ontario:

2. Collegial & Inter professional Relationships
3. Professional Responsibilities
4. Therapeutic Process
5. Professional Literature and Applied Research

Assignment, Assessment and Grading

1. Class participation & completion of reading assignments, attendance
2. Two role playing scenarios
3. One written assignment per semester on case formulation. These are graded on a pass or fail basis

2. Affective indicators for readiness for advancement:

- a) Ability to face conflict with flexibility
- b) A capacity to listen and understand the other at increasingly deeper levels
- c) Emotional tolerance of diversity
- d) A capacity for respectful but truthful dialogue with others
- e) The competency 4.3 Ensure safe and effective use of the self in the therapeutic relationship should be in greater evidence and continuing to develop

A student might be denied permission to advance to the Therapist in Training Phase of the program for the following reasons:

- the student has not completed all the requirements of the Clinical Applications Phase as outlined above
- the student does not have a working knowledge of basic principles of psychodynamic psychotherapy
- the student does not have a good grasp of his/her psychological difficulties as they are manifest in seminars but especially in group therapy
- the student's capacity for attunement to others is limited
- the student continues to have difficulty with affect tolerance and impulse control

If a student is denied advancement the student's academic advisor has a conversation with him/her and explains the reasons why advancement is being denied at that time. The academic advisor discusses with the student areas that need improvement for the student to advance to the next phase.

Third Advancement

Criteria for Advancement from the Therapist in Training phase to Graduation

Includes the following:

The students are in individual supervision for a minimum of three years. **They receive supervision for every client they work with while in the program**

The students are required to receive individual supervision from three faculty members, one of whom is a primary supervisor and the other two are considered the secondary supervisors. Every therapist in training is required to have a *minimum* of three individual supervisors: one primary and two secondary.

One of these three individual supervisors may be a Supervision Seminar leader.

1. Students must have completed

- a) All the required concentrations, seminars and workshops as outlined above
- b) Critical Reflections on Language in Psychotherapy (taken in the year leading up to graduation)
- c) A fourth year of psychotherapy training group
- d) 80 hours of individual supervision from three faculty members, one of whom is a primary supervisor
- e) Two years of Supervision seminar
- f) Two case studies

INDIVIDUAL SUPERVISION

Assessment of process notes, students' self evaluations and case studies

1. Students bring process notes to supervision sessions to be discussed collaboratively with their supervisors.

Through these discussions the supervisors are able to track the students' progress in their work with clients. During the three-year supervisory period the supervisors assess the students' progressive ability to establish and maintain a stable therapeutic structure, deepen the therapeutic relationship and therapeutic alliance, and deepen their understanding of clients' issues that lead to the working through process and change. By the end of the third year of supervision the process notes taken together reflect the students' development and mastery of the entry- to-practice competencies.

2. Each May students write self-evaluations of their development as psychotherapists over the course of the previous year. The evaluations include a list of clients who are currently in therapy with the student as well as a separate list of clients who have left therapy. Also included are the number of client contact hours and supervision hours for that period and the number of supervision hours for each client.

These self-evaluations are discussed with the Primary Supervisor.

A typed draft copy is submitted by May 1 to the Primary Supervisor. The final copy of the **Annual Self-Evaluation and Information** must be submitted to the Primary Supervisor and the Assistant Registrar no later than June 1st.

Besides tracking the student's progress through process notes in each supervision session, these discussions give the primary supervisor another opportunity to evaluate the quality of work being achieved in sessions with clients appropriate to the student's stage of development. These annual reports give the supervisor evidence of the degree to which the entry to practice competencies are in the process of being developed, and are present in or absent from the student's work. The supervisor also evaluates the accuracy of the student's self-evaluations, helping the student appreciate his/her stage of development, as well as strengths and weaknesses as a psychotherapist.

3. During their last year of supervision every student writes two case studies: the major case study is based on 100 client contact hours and the minor case study is based on a case of the student's choosing. The major case study will focus on the therapy of at least 100 hours. It will be presented to the supervisor of that therapy, who will be the primary reader. The major case study will also be presented to a faculty member of the student's choice, often their primary supervisor. This individual will be the second reader.

The minor case study is read by the supervisor of that case.

The case studies should contain the following:

- The client's reason for coming into therapy
- The client's personal history
- Assessment of the client's strengths and weaknesses; symptoms – anxiety, depression; suicidality if in evidence; and use of defences
- Discussion of transference and countertransference issues, including the therapeutic alliance
- The student's troublesome countertransference feelings that may be affecting the therapy and what the student is doing to overcome these troublesome feelings
- Discussion of significant issues that the client is working with
- Evidence of the client's growth and progress made in the therapy
- Evidence that the student has the capacity to listen deeply and empathically to the client's verbal communications and free associations and to observe and interpret nonverbal communications.

The students' case studies indicate to the readers that the students have integrated psychodynamic theory and clinical practice. Supervisors assess the students' depth of understanding of the client as a whole person – strengths and weaknesses; defences; attachment issues; areas of growth; and on-going clinical work to be continued. Supervisors look for evidence that the students have the ability to work effectively with transference and countertransference dynamics, which results in improving relationships within the therapy and in the client's everyday life.

Supervisors assess the students' on-going ability to use the self in a safe and effective way. Supervisors also assess how thoroughly the students have developed, integrated and assimilated all the competencies under the heading of Therapeutic Process. The case studies should reflect a good working knowledge of and fluency in all entry to practice competencies.

GROUP SUPERVISION

Assignments, Assessment and Grading

Students are graded on:

1. Attendance at seminar meetings
2. Dedicated effort in presenting clients
3. Respectful dialogue when giving and receiving feedback as a group member
4. Evidence that the student is able to engage the client in a meaningful therapeutic process and a process of change
5. Student's involvement in the seminar even when not presenting
6. Where relevant, the student's ability to help the client with a proper sense of closure

Grading

1. Student's presentations
 2. Student's general participation
- These are graded on a pass or fail basis

Intellectual and Affective Indicators for readiness to graduate:

Students should be able to:

1. Practice psychodynamic psychotherapy with an integrated and foundational understanding of its clinical theory and practice
2. Treat clients respectfully, empathically, honestly, ethically and professionally
3. Respond appropriately to client's strengths, vulnerabilities, resilience, and resources so as to provide a safe environment.
4. Recognize transference in clients and one's own countertransference
5. Be open to diversity in gender identity, sexual orientation, race, and socioeconomic status
6. Work with clients' emotional range and intensity that leads to the working through process and change
7. Be dedicated to on-going self discovery that enhances and ensures safe and effective use of the self in the therapeutic relationship.

Students advance through the program at their own pace and state of readiness. Students apply to graduate under the following circumstances:

1. They have fulfilled all requirements of the program
2. They have consulted with their primary supervisors on their state of readiness
3. They feel they have gained sufficient knowledge, experience, confidence and maturity to launch themselves into private practice
4. They have assimilated and acquired fluency in entry-to-practice competencies

Students' applications to graduate are reviewed and approved by all faculty members.

PREPARATION FOR GRADUATION

Graduation and the granting of the CTP diploma typically occur in late May or early June. To graduate, students must have met all the requirements of both the Foundation and Clinical phases and have been accepted by a vote of faculty.

Therapists in training wishing to graduate should study carefully the Minimum Requirements for Graduation described on the following page.

Applications to graduate will be accepted only from those who have completed or who are nearing completion of all the requirements of the Foundation and Clinical phases.

Applications to graduate must be submitted by the second Friday of November to the Registrar, who will bring them to a meeting of the faculty.

Students will be notified of acceptance to graduate by their primary supervisors.

Following notification of acceptance, the student will be contacted by the Coordinator of Graduation.

MINIMUM REQUIREMENTS FOR GRADUATION

Individual Therapy. Regular individual psychodynamic therapy is required throughout the program.

Fees. All outstanding fees must be paid in order to receive the CTP diploma.

Foundation Phase

Lectures I	85 hours
Lectures II	85 hours
Seminars I	30 hours
Seminars II	30 hours
Oral Examination on Freud	years 1 or 2
Three Papers (or 2 papers and a second oral exam)	2000-2500 words each
Psychotherapy Training Group I	110 hours
Psychotherapy Training Group II	110 hours

Clinical Phase

Psychotherapy Training Group III	110 hours
Psychotherapy Training Group IV	110 hours
Clinical Applications 2 semesters (Therapists in Training registered before 2014/15)	60 hours
	or
Clinical Applications 3 semesters (Therapists in Training students since 2014/15)	90 hours
Two Concentrations (30 hours each)	60 hours
Three Clinical Phase Seminars	
Dream Seminar	30 hours
Critical Reflections on Language and Psychotherapy	30 hours
An Elective Seminar	30 hours

Special Topics – Students must have completed 4 of these seminars

DSM IV R	6 hours
Child Abuse	6 hours
PDM	6 hours
Trauma	6 hours
Risk Assessment	6 hours
Diversity	6 hours

Clinical requirements for therapists in training

Two Supervision Seminars (60 hours each)	120 hours
Individual Supervision	80 hours
A minimum of 5 supervised clients	
A total of 300 client hours, including	
3. one therapy of at least 100 hours	



4. one therapy of at least 80 hours

5. three additional therapies adding up to 120 hours

300 hours total

Two case studies

a. a major case study on a therapy of at least 100 hours

b. a minor case study on a therapy of the student's choice

GUIDELINES FOR THE APPLICATION TO GRADUATE

The Application to Graduate form is emailed by the Assistant Registrar to all therapists-in-supervision in October of each year.

A student intending to graduate must return the completed form along with the required fee to the Registrar by the second Friday of November.

On the Application to Graduate form, students are asked to provide a list of active clients and a separate list of inactive clients worked with under supervision, *using initials only to designate all clients*. In addition:

- the actual number of session hours conducted with each client up to and including the application date
- and the actual number of supervision hours
- and the names of faculty supervisors will be required

By May 1, a student accepted for graduation (a graduand) is required to submit a second list (*using client initials only*) to the Assistant Registrar. This list includes:

- a final total of actual session hours conducted with each client under supervision
- a final total of actual supervision hours with each supervisor named
- final totals include all additional client and supervision hours between the submission of the application to graduate and May 1 of the graduating year.

Also by May 1, every graduand must have *on file*:

- faculty acceptance forms for both case studies and all required courses,
- a copy of a current insurance certificate,
- a copy of the previous year's self-evaluation update
- and the required list of total client and supervision hours.

Any questions regarding the above guidelines should be directed to the primary supervisor.

CASE STUDIES - Timeline and Protocol

As part of the graduation requirements, each therapist in training must complete two case studies, a major and a minor.

The major case study will focus on a therapy of at least 100 hours. It will be presented to the supervisor of that therapy, who will be the primary reader. The major case study will also be presented to a faculty member of the student's choice, often their primary supervisor. This individual will be the second reader.

The minor case study will be a briefer submission and will focus on a therapy of the student's choice. It will require only one reader, the supervisor of that therapy.

Graduands are advised to begin discussions about case studies early enough to allow ***completed drafts to be presented to all readers no later than March 15. Final acceptance of both case studies by all readers is required no later than May 1.***

For the major case study, acceptance is determined by both primary and secondary readers, who may or may not require revisions for final approval. Following acceptance by the primary reader, the student informs the second reader. The second reader offers the student an additional opportunity to discuss the case study.

Any graduand requesting an extension for a case study must provide a request in writing to the primary reader (major case study) or the single reader (minor case study).

Case studies are the property of the student and are not kept on file. To indicate formal acceptance, each faculty reader will submit a Case Study Acceptance form to the Assistant Registrar by May 1, for placement in the student's file. This form is included in the Forms section of the manual.

MARCH 15 - DRAFT CASE STUDIES DUE TO ALL READERS

MAY 1 – FACULTY ACCEPTANCE FORMS FOR BOTH CASE STUDIES DUE TO ASSISTANT REGISTRAR

CTP ACCESSIBILITY POLICY

1. The CTP strives at all times to provide its services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our services and allowing them to benefit from the same services, in the same place and in a similar manner as others, as far as our resources allow.
2. CTP faculty and associates (assistant registrar, graduate fellows) shall keep strict confidentiality regarding any disability that is revealed to them by a person with disabilities.
3. CTP faculty and associates will communicate with people with disabilities in ways that take into account their disability. Faculty and associates will learn to interact and communicate with people with various types of disabilities.
4. The CTP is committed to helping people with disabilities who use assistive devices to obtain, use and/or benefit from our services. We will ensure that we learn about various assistive devices that may be used by people with disabilities while accessing our services.
5. The CTP is committed to welcoming people with disabilities who are accompanied by a service animal on the parts of our premises that are open to the public and other third parties, unless otherwise excluded by law. We will ensure that all CTP faculty and associates learn how to interact with people with disabilities who are accompanied by a service animal.
6. The CTP will welcome people with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to enter the premises with their support person. A person with a disability who is with a support person will not be prevented from having access to the support person while on our premises.
7. The CTP will inform students in the event of disruption on our premises that may affect people with disabilities. This notice will include the reason for the disruption, its anticipated duration, and a description of alternative facilities or services, if available.

8. Our goal is to meet and surpass expectations while serving persons with disabilities. Comments on our services are welcomed. Feedback regarding the way the CTP provides services to people with disabilities can be made by e-mail, phone or in person. All feedback will be directed to the registrar, and responses can be expected within 10 business days.
9. The CTP will ensure compliance to the Accessibility Standards for Customer Service, Ontario regulation 429/07 by outlining policies, practices and procedures in our faculty manual as well as informing all faculty and associates who provide services to the public.

CTP POLICIES AND GUIDELINES

The following CTP policies and guidelines are in place to guide student, faculty and graduate fellows' activity. Central to these documents and the processes that created them is an *implicit* assumption about the maturity and appropriate personal conduct of all adult learners studying at CTP.

These policies and guidelines are designed to provide an *explicit* definition of the minimal standards of personal and academic conduct that the CTP expects of all its students, faculty and graduate fellows. They define the boundaries within which a rewarding and mutually supportive learning environment can be created and they are based on the assumption that students, faculty and graduate fellows at the CTP already uphold these statements and can endorse them.

The policies and guidelines cover:

- Student Transcripts
- Non-disciplinary reappraisal of grades or denial of advancement in the program
- Statement on Principles of Conduct
- Integrity in Scholarly Activity
- Discrimination and Harassment Information
- Student Misconduct Policies and Student Discipline Process
- Faculty Code of Ethics
- Student Complaint Process

CTP Code of Ethics and Conduct for Students

Introduction

Students are expected to be responsible for their own physical, emotional and psychological wellbeing, and to seek appropriate professional care for themselves, as well as to support the wellbeing of colleagues as necessary.

Students adhere to the UN Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. All students uphold the principles that sexual, racial, religious or gender discrimination or harassment, verbal or physical are unethical.

Students are expected to familiarize themselves with and adhere to CTP policies and standards which are relevant to them and to draw perceived problems with the policies and standards to the attention of the Registrar.

Students should:

- Feel free to discuss any issue concerning their academic standing or learning experience with the faculty member who is teaching them.
- Maintain a respectful attitude in interactions with faculty and other students and approach even difficult matters with a view to resolving the problem at hand.
- Recognize the impact of their personal relationships with one another on the learning environment.
- Observe and respect boundaries of the professional relationship between faculty and student.
- Treat support staff with courtesy and respect.

In a community dedicated to the development of mature and responsible individuals, who value integrity, diversity and respect, students will not participate in:

- Academic dishonesty
- Disruption of the academic environment
- Destruction or theft of property

Students are expected to:

- Attend class. CTP recognizes that, as adult learners, students will make individual decisions regarding attending classes. CTP expects that students understand and accept that there may be consequences resulting from their decision not to attend. Absence from

50% of the lectures in any one semester or any one year will require that the student repeats that semester/year. Absence from 3 of the lectures in any one semester will require a meeting with the student's faculty advisor to determine the next step.

- Complete assignments, projects, and any other classroom activities set by the faculty for evaluation, on time. If a student is unable to complete the work in the designated time, he/she should discuss this matter with faculty in advance of the deadline.
 1. Participate co-operatively in classroom activities.
 2. Bring concerns about classroom activities to the attention of the faculty in a timely manner that does not disrupt the class.
 3. Not be impaired by alcohol or drugs
 4. Maintain confidentiality where required (training group, clients) according to the standards of CTP and the standards of PHIPA.
 5. Adhere to the standards of professional practice outlined for Therapists in Training.

Statement on Principles of Conduct

- The CTP is guided by its Codes of Ethics and the following statements of purpose and values:
 - To promote free inquiry and debate
 - To act ethically as a community of adult learners
 - To engage in a process of transformational learning
 - To respect, appreciate and encourage diversity
 - To display care and concern for the community
- The CTP seeks to create and maintain a positive and productive learning and working environment, that is, an environment in which there is:
 1. Respect for the dignity of all persons
 2. Fair and equitable treatment of individuals in our diverse community
 3. Personal integrity and trustworthiness
 4. Respect for confidentiality
 5. Respect for personal and CTP property

In the event of a breach of these principles there will be appropriate and progressive action taken.

ACADEMIC CONDUCT

All students are expected to act ethically, honestly and with integrity in all academic matters. Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending class and completing assigned work.

Confidentiality:

Due to the personal and sensitive material that arises in CTP contexts like training groups we also hold our students to a high standard of confidentiality.

Attendance:

Students are required to attend class. CTP recognizes that, as adult learners, students will make individual decisions regarding attending classes. CTP expects that students understand and accept that there may be consequences resulting from their decision not to attend.

Classroom Activities:

Students should complete assignments, projects, and any other classroom activities set by the faculty for evaluation, on time. If a student is unable to complete the work in the designated time, he/she should discuss this matter with the faculty in advance of the due date and complete the required form. (Request for Extension).

Therapists in Training

Therapists in Training have the responsibility to abide by the policies and guidelines which have been outlined for them in the course descriptions relevant to this part of the program.

Academic Misconduct:

Academic misconduct is broadly defined as an offence against the academic integrity of the CTP learning environment. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or their faculty advisor.

These are some examples of Academic misconduct at CTP which can ultimately lead to expulsion from the school with no refund of fees:

- **Plagiarism**
- **Submitting false, fraudulent or purchased assignments**
- **Breaches of group confidentiality other than within personal therapy or with another faculty member**

If faculty has cause to believe that a student has breached academic integrity policy he/she will:

- Immediately inform the student of the impropriety and give the reasons.
- Give the student an opportunity to present his or her side of the story.
- Assign a mandatory grade of zero or fail to the material in question if the student is unable to:
 - provide a credible explanation to account for the behavior that has caused the concern to be raised;
 - refute the evidence provided
- Provide the registrar with an Academic Discipline Report that:
 1. outlines the nature of the offense
 2. summarizes the interactions, and
 3. documents that a grade of zero or fail for the course has been assigned.
 - The Registrar will send this copy of the report to the Chair of the Discipline Committee who may proceed with a formal discipline process as this conduct speaks to the student's credibility and integrity. The Registrar will also file a copy of the report in the student's record and it may be held for a period of three years following the student's graduation.

REAPPRAISAL OF GRADES

Denied application to advance to the next phase of the program

1. If a student disagrees with any academic decision she or he must discuss the matter with the faculty member who recorded the grade, or their faculty advisor or training group leader, if they were not advanced in the program as soon as possible to see if a mutually satisfactory solution can be reached. The faculty member will explain the established standard and why the earned grade or decision was recorded.
2. If the student is unable to resolve the matter informally, she or he may file an appeal with the CTP Registrar. The student must file their appeal within 15 days of receiving their grade.
3. The student must write a letter of appeal with the following information: name, mailing and email address, course, faculty member's name and a clear statement of the change requested, basis for the appeal (as noted above), and the facts that support the request. This is to be submitted to the Registrar.
4. The Registrar will decide if a meeting with the student is necessary and will conduct an investigation that may include consulting the parties involved, gathering all pertinent information, and/or reviewing relevant facts.
The result of the review will be summarized in writing by the Registrar. This decision is final.
5. If the Registrar is the instructor for the course or primary in the faculty decision not to advance a student to the next level of the program, the appeal should be presented to the Faculty Chair or a faculty member who was not primary to the decision.
6. If the student feels that the evaluative comment is inaccurate, misleading or in violation of the privacy or other rights of the student, the student may also insert a written statement in the record. The Registrar will retain a confidential copy of the record and work to implement the results if necessary. A dated note referring to this document will also be placed in the student's file.

Non-Academic Conduct

Non-Discrimination and Harassment Information

It is the policy of The Centre for Training in Psychotherapy that no person shall be the object of discrimination or harassment on the basis of race, colour, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by national or provincial law in its employment or its educational settings, including all academic, required or CTP-sponsored activities. CTP reserves the right to take actions that are progressive in nature and consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

The Registrar receives, investigates and supervises the resolution process related to reports or complaints of discrimination or harassment involving students and keeps records thereof. Any student who has been the subject of or has witnessed discrimination, harassment or retaliation should notify the Registrar.

We strongly urge the complainant to notify the Registrar of the complaint as soon as possible. It becomes more difficult to investigate complaints as time passes.

A log of all complaints is kept by the Registrar.

Please see the link below for information on sexual and gender based harassment from the Ontario Human Rights Commission:

<http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment/2-identifying-sexual-harassment>

STUDENT MISCONDUCT PROCEDURE

The Registrar will mediate (or appoint someone else) and keep a log of less serious complaints. In the event of a complaint of behaviour that is:

- 1) disruptive to the maintenance of an appropriate academic environment,
- 2) that is harmful to others,
- 3) that is threatening to others,
- 4) that vandalizes CTP property, or
- 5) that is illegal

- The Registrar will notify the Chair of the Discipline Committee. The Chair will appoint a committee of the Chair, 2 faculty members and **one student representative**. The committee will conduct an investigation that may include:

- consulting with the parties involved,
- gathering all pertinent information, and/or reviewing relevant facts.

- This will happen in a timely manner. In the event that the time will exceed 30 days the chair will notify all parties.

- The result of the committee's investigation will be summarized, in writing, with recommendations of appropriate action which will be communicated to the parties involved. **This action could include suspension or expulsion from the school, with no refund of fees, particularly in the case of illegal, harassing and threatening activity or behavior which speaks to the student's credibility and integrity.** Other actions could include apology, or an undertaking of appropriate additional learning.

- This document is confidential. A confidential copy will be kept by the Registrar and a note about the document will be in the student's record.

- The Chair of the Discipline Committee will implement the recommendations.

- The decision of the Committee is final, but if the student disagrees with the investigation or the result of the investigation they can write a response which will be appended to the document.

Note: In the event of illegal activity the CTP may call the police.

CTP FACULTY CODE OF ETHICS AND CONDUCT

Introduction

Faculty members are expected to be responsible for their own physical, emotional and psychological well being, and to seek appropriate professional care for themselves, as well as to support the wellbeing of colleagues, as necessary.

In their multiple roles as teachers, group facilitators, supervisors and advisors, faculty members are responsible for being aware of the asymmetry inherent in relationships with students, are willing to address potential difficulties that may arise, and readily consult with other faculty members as indicated.

Faculty members adhere to the UN Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. All faculty members uphold the principle that favouritism and sexual, racial, religious or gender discrimination or harassment, verbal or physical are unethical.

Teaching

Faculty members maintain a high level of subject matter knowledge and ensure that course content is current, accurate, representative and appropriate to the course for which they are responsible.

Faculty members have adequate pedagogical knowledge and skill, including communication of objectives, selection of effective instructional methods, and provision of feedback opportunities, and attend to the accommodation of student diversity.

Faculty members take responsibility for designing instruction that facilitates learning and encourages autonomy and independent thinking in students and treats students with respect and dignity.

Student grades, attendance records and private communications are treated as confidential materials and released to non-faculty members only with student consent.



Faculty Advisor

Faculty advisors maintain the confidentiality of the exchange with their student advisees within the context of CTP's confidentiality policy. Faculty advisors clearly inform their advisees at their first meeting that the matter of their conversations may ordinarily be shared with the faculty who then also must hold it in confidence. However the faculty advisor will share no information with the faculty if it would cause harm to the student or to another person.

Conflicts of Interest and Dual Relationships

Multiple roles, especially those in an experiential context, pose sensitive issues. As a result faculty seriously consider conflicts of interest and dual relationships inherent in psychotherapy training and seek to address them.

A student is not assigned to their faculty advisor's psychotherapy training group.

A student may submit a lecture series paper to the faculty member who is their psychotherapy training group leader. The group leader in consultation with the student and other faculty may in the best interests of the student recommend that another faculty member grade the paper.

A faculty member may also be a student's psychotherapist. It is in the interests of transparency and fairness and in an effort to protect both the psychotherapy from undue intrusion and at the same time support the student's transformative evolution into a psychotherapist, that faculty are made aware when a particular student's psychotherapist is also a faculty member. In that instance the faculty member/psychotherapist will:

- absent themselves from the room during any faculty discussion of the student/client's progress through the program
- not be that student/client's faculty advisor
- not be that student/client's training psychotherapy group leader
- give to another faculty member to grade any paper the student/client writes for a lecture series taught by that faculty member and will refrain from offering the student/client an oral exam (The Freud oral exam is with more than one faculty member.)
- give to another faculty member to grade any assignment the student/client completes that is required for a clinical phase academic course (concentration, seminar) and will readily consult with other faculty regarding any experiential grading component
- refrain from being the student/client's individual clinical supervisor
- consult with other faculty members regarding the benefit to the student/client before agreeing to have a student/client who wishes to be in an experiential course, such as the clinical applications, the dream seminar, or a supervision seminar for which they are the facilitator.

Faculty members and graduate fellows refrain from sexual relationships with students. An individual who is currently in a sexual relationship with a faculty member or a graduate fellow is not eligible for acceptance as a full student in the program.

Children and close family members of CTP faculty members are not eligible for acceptance as a full student in the program.

A faculty member and their psychotherapy client can never hold positions in the CTP administration at the same time.

A qualified individual whose psychotherapist is a faculty member will not be invited to become a faculty member until a reasonable time (at least one year) has elapsed since the psychotherapy



was terminated.



CTP STUDENT COMPLAINT PROCESS

Purpose

CTP is committed to providing high quality adult education for its students. We recognize that students will, from time to time, have concerns about their educational experience and require guidance in addressing these concerns.

To ensure a prompt and competent response to student complaints, students should bring their complaints forward as soon as possible after the concern has arisen. Representatives of the CTP, who receive a student complaint, should work to resolve the complaint as soon as possible after it is received. The following procedures are designed to ensure a prompt and where possible, informal resolution to student complaints.

Scope

This procedure is to be used by students who wish to initiate a complaint regarding instruction, services, CTP faculty and administration, policy, practices or procedures.

Note: If a student has a complaint about his or her individual mark or academic outcome, please review the Academic Appeal Process.

Responsibilities

All members of the CTP learning community particularly those in positions of authority, are responsible for:

- Conducting themselves in an appropriate manner, treating others fairly, and with dignity and respect.
- Being cognizant of the fact that working and learning can best be accomplished in a climate of understanding and mutual respect and that harassment and discrimination can occur even when there is no intention to harass or offend another person.
- Establishing, contributing to and maintaining a respectful environment by demonstrating respect for others and by not condoning and /or engaging in conduct that is inconsistent with the law or this policy.



Informal Process

An informal conflict resolution is a process that is self-managed or reached through the help of a mediator.

Self-Managed Option

This option provides the people involved with the flexibility to manage the conflict resolution process and seek suitable solutions. Initially, students may choose to address their concern(s) on their own, or with the support of another person. Students may also choose to seek advice or assistance from a faculty member or other person in authority. Students may also seek guidance or coaching from the Registrar's office with regard to CTP policies.

This process does not require documentation. In the event that the matter is not resolved there are further options below.

Mediation Option

Mediation is a collaborative process to produce an agreement or resolution between two parties and it is facilitated by a neutral and impartial person. The mediator facilitates an exchange in which the parties clarify issues, hear each other's perspective, provide new information and move toward an agreement. In mediation, the parties have the responsibility for the resolution. The frame for the mediation process is usually agreed upon between the parties and the mediator.

Mediation may make a formal complaint unnecessary. The student may ask for mediation or accept it if proposed. The Registrar will appoint an internal or external mediator who is acceptable to both parties. If the issue is resolved the mediator will prepare an agreement which is signed by both parties and also forwarded to the Registrar's office. The Registrar will retain a confidential copy of the document and work to implement the agreement. A dated note regarding this document will be in the student's file. If no resolution is achieved the student will have the right to submit a formal complaint in accordance with this policy.

FORMAL COMPLAINTS

If a complaint has not been resolved informally, or if the student is not satisfied with an informal process the student should forward a written complaint, using the attached Complaint Form (found on the CTP.net website under the Student Documents Tab), to the Registrar outlining:

- Student name, date and contact information
- The nature of the complaint
- Efforts taken to address the complaint
- Results of the resolution attempt
- Requested remedy

The Registrar will formally acknowledge receipt of the complaint and consult with the current Chair of the Complaints Committee to make an initial determination as to whether the complaint falls under the CTP policies. If it is determined that the complaint does not fall under the policies then the student will be informed and no action will be taken.

If it is determined that the complaint falls within school policies and the student wishes to proceed with a formal complaint then the Chair of the Complaints Committee will form a committee from the faculty which will include the chair, 2 faculty members not involved in the complaint, and a student representative.

This committee will engage in:

- obtaining and reviewing the formal complaint that is signed and dated by the complainant
- informing individuals named about the subject of the complaint and the details of the complaint
- inviting the respondent to provide a written response to the complaint 30 days (The chair may provide an extension if the time limit creates a hardship and will notify all parties involved)
- gathering information through interviews with the student and the respondent, and any other person deemed relevant to the fact finding

This will be conducted in a neutral manner and a timely fashion (30 days unless an extension is required) to find information that either supports or refutes the allegation. If an extension is required the chair will notify all parties involved. The committee may choose to record interviews. The committee will prepare a written report of their findings which sets out the allegations, the information obtained and provides a conclusion based on the information.

Some of the possible conclusions of the committee could include among other options:

- the termination of the responding faculty member's position at the CTP
- an apology to the student
- a requirement that the responding faculty member undertake further specified education
- a change in CTP policy.

The decision of the committee is final, unless new information is brought to light, it will then be up to the chair of the committee to decide whether to re-open the committee.

The Registrar will retain a confidential copy of the document and work to implement the findings. A dated note regarding this document will be in the student's file.

Registration in the College of Registered Psychotherapists of Ontario

In order to practice as a psychotherapist in Ontario, all CTP graduates will be required to register with the College of Registered Psychotherapists of Ontario (CRPO) for the designation of Registered Psychotherapist (RP) unless they are already members of one of the other four colleges given the title of psychotherapist. Therefore, early in the final semester of their training, students should apply for registration with the College. Therapists in training are advised to become familiar with the website of the College of Registered Psychotherapists of Ontario (www.crpo.ca). This resource offers guidelines regarding both application for registration and clinical practice after graduation.

All therapists in training applying for registration after March 31, 2017 (the final date for the grandparenting option) will be required to sit for a CRPO Entry-to-Practice Registration Examination. (Details can be found on the College website [College of Registered Psychotherapists of Ontario – Registration Exam](http://www.crpo.ca).) Every applicant who is registered by the College will receive the designation RP(Qualifying) until they successfully complete this exam.

Each therapist in training should be aware that no matter how many hours of client contact and supervision they have, every Registered Psychotherapist (Qualifying) must practice with clinical supervision. Once a member has successfully completed the requirements to become a Registered Psychotherapist, but until they have 1000 direct client contact hours and 150 hours of clinical supervision, they must also practice with clinical supervision.

The first step in the registration process requires all applicants to successfully complete the on-line Jurisprudence Learning Module set out by the College. This requirement must be completed *within the two years prior to applying for registration*. Students are encouraged to set up a user account with the College and attend to the jurisprudence requirement *before* applying for graduation.



CRISIS RESOURCES

The following contact information provides a basic list of organizations and facilities for clients in crisis. Therapists in training and graduates are expected to discuss these resources with their primary supervisors.

Emergency Services – Hospital – Police - Ambulance

Dial – 911 from any phone

Distress Centres and Resources

Assaulted Women’s Helpline

<http://www.awhl.org/contact-us/>

416-863-0511

Barbara Schlifer Clinic

The Barbara Schlifer Clinic offers legal representation, professional counselling and multilingual interpretation to women who have experienced violence.

<http://schliferclinic.com/>

416-323-9149

Bereaved Families of Ontario, Toronto

www.bfotoronto.ca/

416 440-0290

Gerstein Crisis Centre

100 Charles Street East, Toronto, ON M4Y 1V3

416 929 5200

Non-medical crisis intervention for individuals experiencing a mental health crisis who either do not need hospitalization or do not want hospitalization. 24 hour phone line mobile team and a 10 bed house for a stay of 3 to 5 days.

416 408- HELP (4357)

24 hour distress and crisis lines. Distress Centres offer emotional support, crisis intervention, suicide prevention and linkage to emergency help when necessary. Access to a confidential interpreter for callers in crisis, offered in 151 languages. TTY service for the hearing impaired

Kids Help Phone



1 800 668-6868

Provides immediate help to young people 24 hours a day, 365 days a year

The Rape Crisis Centre

<http://trccmwar.ca/>

416-597-8808

Mental Health Associations

Canadian Mental Health Association Toronto

•www.Toronto.cmha.ca/ct_workshops/assist.asp

Lawrence Avenue West, Suite 480, Toronto, ON M6A 384

416 789-7957

Markham Road site:

1200 Markham Road, Suite 500, Scarborough, ON M1H 3C3 .

416 289-6285

Offers a variety of suicide prevention workshops for professionals and caregivers.

The Family Association for Mental Health Everywhere

www.fameforfamilies.com/index.php

Main office:

4214 Dundas St. West, Suite. 209, Etobicoke, ON M8X 1Y6

416 207-5032

Mississauga office:

2600 Edenhurst Dr., Suite. 101, Mississauga, ON LSA 3Z8

905 276-8316

Scarborough office:

4155 Sheppard Ave East, Suite 100, Toronto, ON MIS 1T4

416 913-2144

Brampton office:

71 West Dr., Unit 21, Brampton, ON L6T SE2

905 488-7716

Mood Disorder Association of Ontario



Centre for Training in Psychotherapy
21 Randolph Avenue, Suite 200
Toronto, Ontario, M6P 4G4
416 - 964 - 3690



www.moordisorders.on.ca/index.html

Main support line: **416 406-8046**

Toll free: **1 888 486-8236**

Family support line: **416 486-4011**

Serves Ontario communities by providing awareness, education and training, family and youth clinical support, recovery programs and peer support.

Ontario Association for Suicide Prevention

<http://ospn.ca/pages/home.html>

905 897-9183



Centre for Training in Psychotherapy
21 Randolph Avenue, Suite 200
Toronto, Ontario, M6P 4G4
416 - 964 - 3690



STUDENT APPLICATION FORMS



CTP Application - Admission to the Foundation Phase of the Program

Applications are due no later than May 15th

Section 1

Name:

First: _____ Last: _____

Address:

Street Address: _____

City: _____

Province/State: _____ Postal Code (ZIP Code) : _____

Country : _____

E-Mail: _____@_____

Phone Number:

Home: (_____) _____ - _____

Cell: (_____) _____ - _____

Work: (_____) _____ - _____

Please check off preferred contact number.

Application page 1 of 3



Section 2: Psychotherapy history

Please attach additional page(s) to detail the following:

Name(s) of therapist(s) and period(s) (from month-year to month-year).

- i. The frequency of sessions and total number of sessions with each therapist.
- ii. Modality of psychotherapy (e.g. psychodynamic, Jungian, psychoanalytic, & any other modality).

Attach a separate sheet to summarize your personal therapy.

Section 3: Education Level

Please state degree and learning institution: _____

Those applicants who do not have a bachelor degree should submit here their Prior Learning Assessment and Recognition (PLAR) Portfolio to demonstrate equivalency – there is a \$60 charge per PLAR

Section 4: Autobiography.

Approximately 10 pages (standard 8.5 X11), typewritten, focusing on the questions,

“Who am I?”

“How did I become who I am?”

“How did I come to consider studying to be a psychotherapist?”

Please enclose **two (2) hard copies.**

Section 5: Two (2) written personal references, signed by the referees.*

Please note that emailed references and references from current or former psychotherapists will not be accepted.

***Written References must be mailed directly by the referees to the Assistant Registrar at:**

Attention: Assistant Registrar
The Centre for Training in Psychotherapy
316 Dupont Street,
Toronto, ON M5R 1V9



Please include a cheque payable to CTP and enclose it with the above Application Form.

Note: This fee is non-refundable.

Once the Assistant Registrar receives all the above requirements of your application, a faculty member will call to arrange the first of three faculty interviews.

APPLICATION CHECKLIST

- | | | |
|--|--------------------------|---|
| Section 1: Application Page - signed | <input type="checkbox"/> | (enclosed) |
| Section 2: Psychotherapy History | <input type="checkbox"/> | (enclosed) |
| Section 3: Education History | <input type="checkbox"/> | (enclosed) |
| Section 4: Autobiography (2) Hard Copies | <input type="checkbox"/> | (enclosed) |
| Section 5: (2) personal references | <input type="checkbox"/> | (Written personal references, signed by the referees. References must be mailed directly <i>by the referees</i> to the Assistant Registrar) |
| Application fee \$ 300.00 | <input type="checkbox"/> | (enclosed) |
| PLAR fee \$ 60.00 (if Applicable) | <input type="checkbox"/> | (enclosed) |

Name: _____ Signature: _____
Please print

Date: ____/____/____ m/d/y

A faculty member will contact you when your admission process has been completed. Following acceptance, you can expect to receive the course information/registration package as soon as it becomes available to the faculty. Generally, this is ready by the end of May.



CTP Application - Admission to the Clinical Phase of the Program

**Application for Admission to the CTP Clinical Phase
2019/2020 Academic Year
Applications must be received in the Registrar's office no later than 5:00 p.m.
April 15, 2019**

Name

First: _____ Last: _____

Address

Street Address: _____

City: _____

Province: _____ Postal Code: _____ - _____

E-Mail: _____@_____

Phone Number

Cell: (_____) _____ - _____

Other: (_____) _____ - _____ **Home/Work**

Please indicate below the academic year for each course you have completed in the CTP program (eg. 2016/2017).

Lectures:

Foundation Lectures: Yr.1 _____/_____ **Yr.2** _____/_____

Lecture Seminars:

Lecture Seminar Yr.1: _____/_____ **Seminar Leader** _____

Lecture Seminar Yr.2: _____/_____ **Seminar Leader** _____



Psychotherapy Group Yr 1: _____/_____ Group Leader _____
Group Leader _____

Psychotherapy Group Yr 2: _____/_____ Group Leader _____
Group Leader _____

Psychotherapy Group Yr 3*: _____/_____ Group Leader _____
*(note not a Clinical Phase requirement) Group Leader _____

Foundation Essays or Oral Exams:

Title: _____ **Topic:** _____
Faculty: _____ **Paper:** **Oral Exam:** **Yr** _____/_____

Title: _____ **Topic:** _____
Faculty: _____ **Paper:** **Oral Exam:** **Yr** _____/_____

Title: _____ **Topic:** _____
Faculty: _____ **Paper:** **Oral Exam:** **Yr** _____/_____

Freud Oral: Yr _____/_____ Complete Y N

Concentrations*:

*(note not a Clinical Phase requirement)

Title : _____
Faculty: _____ **Yr** _____/_____ **Pass:** **Fail:**

Title : _____
Faculty: _____ **Yr** _____/_____ **Pass:** **Fail:**



Faculty Advisor Meetings (2) per year:

Faculty: _____ 1st Semester: 2nd Semester: Yr: ____/____

Faculty: _____ 1st Semester: 2nd Semester: Yr: ____/____

Please indicate below that you have confirmed with the assistant registrar that an acceptance form from faculty is on file in the Registrar's Office for each essay, oral exam, or concentration indicated above.

I have confirmed faculty acceptance of each essay, oral exam, and concentration with the Registrar's Office	Y <input type="checkbox"/>	N <input type="checkbox"/>
--	-----------------------------------	-----------------------------------

Name: _____
Please Print

Signature: _____ Date: ____/____/____ (M/D/Y)

Include with this application form:

As a substantial part of your application, please describe the process by which you have come to consider yourself ready for the Clinical Phase of the CTP program. Your self-evaluation of this readiness is important. Please include a description of the impact of your personal therapy, both individual and group, upon your decision to apply. In addition, please include the names of your current therapists, the dates of these therapies (i.e. September 2010 to the present) and the total number of hours for each.

No specific length is required. It is left up to you to determine what is needed. But do consider this as a significant aspect of the application.

Note: An application fee of \$150.00 must accompany your application.
Cheques should be made payable to CTP



Application to Clinical Phase Checklist

<u>Lectures I</u>	<u>85 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Lectures II</u>	<u>85 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Seminars I</u>	<u>30 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Seminars II</u>	<u>30 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Faculty Advisor Meetings</u>	<u>(2) required 1st Year</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Faculty Advisor Meetings</u>	<u>(2) required 2nd Year</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Three Papers *</u>	<u>2000 – 2500 words each</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Oral Examination on Freud</u>	<u>May be taken in either year</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Psychotherapy Training Group I</u>	<u>110 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
<u>Psychotherapy Training Group II</u>	<u>110 hours</u>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

* Students may arrange with the Faculty Lecturer to substitute a group oral examination for one of the papers, but only in the year they are **not** taking the Freud oral.



CTP Application - Admission to Therapist in Training Phase of the Program

**Application to Practice as a CTP Therapist in Supervision
 2019/2020 Academic Year**

**Applications must be received in the Registrar's Office no later than 5:00 p.m.
 April 25 2019**

Name

First: _____ Last: _____

Address

Street Address: _____

City: _____

Province: _____ Postal Code: _____ - _____

E-Mail: _____ @ _____

Phone Number

Cell: (_____) _____ - _____

Other: (_____) _____ - _____

Please indicate below the academic year for each course you have completed in the
 Clinical Phase of the CTP program (eg. 2011/2012).

Psychotherapy Group Yr 3: _____ / _____ **Group Leader** _____
Group Leader _____

Psychotherapy Group Yr 4: _____ / _____ **Group Leader** _____
Group Leader _____

Concentrations:



Title : _____

Faculty: _____ **Yr** _____/_____

Title : _____

Faculty: _____ **Yr** _____/_____

Seminars:

Title : _____

Faculty: _____ **Yr** _____/_____

Title : _____

Faculty: _____ **Yr** _____/_____

Title : _____

Faculty: _____ **Yr** _____/_____

Clinical Applications :

Semester 1 Yr _____ **Faculty:** _____

Semester 2 Yr _____ **Faculty:** _____

Semester 3 Yr _____ **Faculty:** _____

Note: Satisfactory completion of semester 1 & 2 of Clinical Applications is sufficient in order for a student to apply to be a therapist in supervision. Successful completion of all 3 semesters is required for graduation.

I have confirmed with the Registrar's Office faculty acceptance of each essay, oral exam, concentration, clinical seminar and Clinical Applications semester I have listed. Y N

Faculty member who has agreed to be your primary supervisor: _____

As a substantial part of your application, please describe on additional pages:

1. The process by which you have come to consider yourself ready to work with clients and why you

feel ready to begin work at this time. Your self-evaluation of this readiness is important. Please include a description of the impact of your personal therapy, both individual and group, upon your decision to apply. In addition, please include the names of your current therapists, the dates of these therapies (i.e. September 2010 to the present) and the total number of hours for each.

2. Your personal strengths to begin work as a therapist in supervision and the kind of person with whom you feel ready/unready to work.
 - a. Aspects of yourself that will require further personal development while you are working with clients.

No specific length is required for the above. It is left up to you to determine what is needed. But do consider this as a significant part of your application.

Please read and sign the following. If you have any questions about its meaning, consult with the Registrar.

I understand that therapy with a client may be a lengthy process and I am prepared to commit myself to that ongoing process. Termination of a therapy in supervision or transfer of a client to another therapist will occur only in consultation with the case supervisor.

Signature: _____

Signed: _____ **Date:** ____/____/____ (m/d/y)

Note: An application fee of \$200.00 must accompany your application.

Cheques should be made payable to CTP



Application to Therapist in Training Phase Checklist

Foundation Phase _____ Yes: No:

Concentration* _____ 30 hours _____ Yes: No:

Clinical Applications Semester 1 & 2 _____ 60 hours _____ Yes: No:

Psychotherapy Training Group III** _____ 110 hours _____ Yes: No:

Please note:

*** Students are only required to have completed one Concentration in order to advance into the Therapist in Training Phase**

**** Students are only required to have completed year 3 of Psychotherapy Training Group in order to advance into the Therapist in Training Phase**



CTP Application to Graduate

Name

First: _____ Last: _____

Address

Street Address: _____

City: _____

Province: _____ Postal Code: _____ - _____

E-Mail: _____ @ _____

Phone Number

Home: (_____) _____ - _____

Cell: (_____) _____ - _____

Work: (_____) _____ - _____

A non-refundable application fee of \$200 must accompany your application. Cheques are payable to CTP. Please submit your application to the Assistant Registrar by the second Friday in November. (This is a firm deadline.)

Please refer to the Minimum Requirements to Apply for Graduation found in this manual.

Students intending to graduate must satisfy the requirements of the Clinical Phase as listed below. If applicable, please attach to your application a page listing the details of the CTP Clinical Phase courses you have completed that are beyond the minimum requirements.

Psychotherapy Group:

Yr 1 Group Therapists _____ Academic Year _____

Yr 2 Group Therapists _____ Academic Year _____

Yr 3 Group Therapists _____ Academic Year _____

Yr 4 Group Therapists _____ Academic Year _____

Pre-Supervision (Practicum):



Faculty _____

Academic Year _____

OR

Clinical Applications Semester 1 & 2:

Faculty _____

Academic Year _____

Clinical Applications Semester 3:

Faculty _____

Academic Year _____

Concentrations (2 are required):

Concentration Name: _____

Faculty Member _____ Academic Year _____

Concentration Name: _____

Faculty Member _____ Academic Year _____

Clinical Seminars (3 are required):

Dreams

Faculty: _____ Academic Year _____

Critical Reflections on Language and Psychotherapy

Faculty: _____ Academic Year _____

Elective (Topic): _____

Faculty Member _____ Academic Year _____

Special Topics: Students must have completed **(4) of these seminars.**

DSM IV R Faculty _____ Academic Year _____

Child Abuse Faculty _____ Academic Year _____

PDM Faculty _____ Academic Year _____

Trauma Faculty _____ Academic Year _____

Risk Assessment Faculty _____ Academic Year _____

Diversity Faculty _____ Academic Year _____

Courses taken in excess of requirements:

Name of Course: _____



Faculty Member _____ Academic Year _____

Name of Course: _____

Faculty Member _____ Academic Year _____

Name of Course: _____

Faculty Member _____ Academic Year _____

Supervision Requirements

Primary Supervisor _____

Supervision Seminars (2 years are required):

Faculty _____ Academic Year _____

Faculty _____ Academic Year _____

Please record below the number of hours of supervision completed as of the date of this application (80 hours are required by May 1 of the graduation year):

Primary Supervisor _____ Hours _____

Secondary Supervisor _____ Hours _____

Secondary Supervisor _____ Hours _____

Please attach to this application the following information as of the date of this application:

The **initials** of each client and the number of sessions with each client.

The number of hours of supervision each client has received.

Number of clients seen under supervision (A minimum of 5 clients required): _____

Total number of client session hours (A minimum of 300 hours required): _____

Faculty chosen to read case studies:

Major (100-hour) case study: Supervisor of case _____

Second reader _____

Minor case study: Supervisor of case _____

Deadlines for submission of case studies to faculty readers:



- 1) March 15: Submission of major case study to both readers
- 2) March 15: Submission of minor case study to faculty reader
- 3) May 1: Final acceptance of major case study by both readers
- 4) May 1: Final acceptance of minor case study by faculty reader

I understand that the CTP Diploma is granted only upon the satisfactory completion of all Foundation and Clinical Phase requirements. I am aware of these requirements and of the deadlines for their completion. I understand further that the faculty reserves to itself the decision to approve admission to graduation.

Signed: _____

Date: _____

Name: _____

Please Print

Graduation Checklist

1. Completed all the required details and signed the three-page application.
 2. Enclosed a cheque for \$200 payable to CTP for the non-refundable application fee.
 3. Attached a one-page summary of:
 - a. Any Clinical Phase courses taken beyond the minimum requirements to graduate.
 - b. A listing of each client (**by initials only**) with total sessions and supervision hours as of the date of this application. *These totals must balance with figures on page 2 of the application.*
- Example:
- | | | |
|-------|-------------|----------------------|
| S.S | 56 sessions | 10 supervision hours |
| J.D. | 14 sessions | 2 supervision hours |
| Total | 70 | 12 |
4. Retained a copy of the three - page application and the summary pages for my records.
 5. Submitted all items listed above to the Assistant Registrar by the **second Friday in November.**
This is a firm deadline.



Centre for Training in Psychotherapy
21 Randolph Avenue, Suite 200
Toronto, Ontario, M6P 4G4
416 - 964 - 3690



STUDENT FORMS

Request for Exception

Page 1 of 2

PART 1: TO BE COMPLETED BY STUDENT

Date of request: _____/_____/_____ m/d/y

To: (Name of Faculty member) _____

From: _____

Tel. number: _____ Email: _____

Please indicate below the nature of your request (eg. asking for extension of application deadline, deferral of a course until later date, exception to a course pre-requisite, modification of course fee etc).

- Request to take Concentration as a Seminar
- Request to take a Seminar as a Concentration
- Deferral of Course Requirement for Phase Advancement
- Deferral of Course Requirement to Graduate
- Exception to Course Prerequisite
- Extension of Application Deadline
- Course Fee Reduction
- Other (Please explain)

Provide a brief description of the nature and reasons for your request:

_____ d/m/y

Student Name Signature

Upon Completion Please Forward to Faculty Member - Complete with Part 2



PART 2 - TO BE COMPLETED BY FACULTY MEMBER:

Request Approved: Yes No

By (name of faculty): _____

Date: _____/_____/_____ d/m/y

If approved, please specify deadlines or other conditions to be met by student if any:

Student has been informed of the decision. Yes No

Faculty Member: _____

Signature

PART 3 – TO BE COMPLETED BY STUDENT ONLY IF DEADLINES

OR CONDITIONS APPLY:

I confirm and agree to the conditions of the exception(s) outlined.

Student Name Please Print

Student Name Signature

_____ d/m/y



Request for Paper extension or deferral

To Faculty (Name): _____

From: _____

Telephone: _____ Email: _____

Date: _____ d/m/y

I am requesting an: **Extension** **Deferral** - of the following
Paper: _____

Please Provide

1. Name of the faculty member who is required to agree to the extension:

2. Date the paper is/was due - January 31 or May 31 yr _____
3. Date of the request for extension: _____/_____/_____ d/m/y
4. Date paper will be delivered: _____/_____/_____ d/m/y
5. Reason for the requested extension:

or

Please Provide

1. Name of the faculty member who is required to agree to the deferral:

2. Date the paper is/was due - January 31 or May 31 yr _____
3. Date of the request for deferral: _____/_____/_____ d/m/y
4. Date paper will be delivered: _____/_____/_____ d/m/y
4. Reason for the requested deferral:

Please submit completed form to the faculty member who is responsible for receiving the paper.

Acceptance of Extension/Deferral **Y** **N**

Faculty Member: _____

Please append a copy of your Application for Submission of a Paper that was submitted to the above faculty member.



Request for a Case Study Extension

To Faculty (Name): _____

From: _____

Telephone: _____ Email: _____

Date: _____ d/m/y

I am requesting an extension of the following Case Study:

Major

Minor

Please Provide

1. Name of the faculty member who is required to agree to the extension:

2. Date the draft paper is/was due - Mar 15
3. Date accepted Case Study is due - May 1
4. Date of the request for extension: _____/_____/_____ d/m/y
5. Date paper will be delivered: _____/_____/_____ d/m/y
6. Reason for the requested extension:

Please submit completed form to the faculty member who is responsible for receiving the Case Study.

Acceptance of Extension Y N

Faculty Member: _____

Date: _____/_____/_____ d/m/y



Application for Submission of Paper

TO: _____

Submitted to the faculty member who has lectured on the theoretician being considered in the paper (or group oral exam)

FROM: _____

Tel Number: _____

Email: _____

DATE: January 31 _____

For paper due March 31st

April 30 _____

For paper due May 31st

Please submit a one page outline/description of your paper including references.

If a group oral examination option is selected, please submit to the faculty member the names of the members of your study group and at least two proposed dates for the exam.

Extensions require faculty approval in addition to that of the faculty member to whom the paper is to be submitted. Requests for paper extension are dealt with through the registrar. Forms for a request for extension are available from The Centre reception desk.



Letter of Understanding for all Students Admitted to the CTP Psychotherapy Training Group

As a student admitted to the Psychotherapy Training Group at the Centre for Training in Psychotherapy

I have read and understood the Objectives and Requirements of the Psychotherapy Training Group in the CTP Psychotherapy Training Group Syllabus.

I have read and understood the Outcomes and Assessment rubrics in the Psychotherapy Training Group Syllabus which the group leaders use to assess progress.

I understand that progression also depends upon the carefully considered judgement of the CTP Faculty that a student should advance.

I understand that the Psychotherapy Training Group can catalyse powerful emotional states which can only be comprehended gradually. I may leave a group session in this state and sometimes remain in this state between sessions.

I understand that if I have questions or concerns about my Training Group experience I can speak with my Group Leaders, Faculty Advisor, any CTP Faculty member or my Individual Therapist for guidance.

Name: _____

Please print

Signature: _____

Date: ____/____/____ d/m/y



Letter of Understanding For All Students Admitted to the CTP Foundation Phase

As a student admitted to the Foundation Phase at the Centre for Training in Psychotherapy

I understand that my acceptance is conditional for three months upon beginning the foundation program in my first year and that at the end of these first three months my suitability for the program will be reviewed.

I understand that progression through the CTP program depends not only on successful completion of the requirements specified in the CTP student manual.

I understand that progression also depends upon the carefully considered judgment of the faculty that a student should advance.

I am clear that there are two crucial points at which the CTP faculty decides upon each student's aptitude and readiness to work as a therapist. These points are:

- admission to the Clinical phase (pre-supervision), and
- admission to the practice of psychotherapy under supervision

Name: _____

Please print

Signature: _____

Date: ____/____/____ d/m/y



Letter of Understanding for all Therapists in Training

As a therapist-in-training at the Centre for Training in Psychotherapy, I understand that all clients I see for therapy must be:

- 1) interviewed by a CTP faculty member
- 2) supervised by a faculty member and
- 3) registered by me as my client, using the appropriate form

I understand that an important function of the primary supervisor is to help me decide when and at what rate to take on clients, so as to further my optimal development as a therapist-in-training.

I understand that by agreeing to work with a client I make a commitment to continue that work beyond my graduation from CTP. Discontinuation of my therapy services must be in accordance with practice standards of the College of Registered Psychotherapists of Ontario.

Name: _____

Please print

Signature:

Date: _____ / _____ / _____ d/m/y



Registration of Client for Supervision

Therapist-in-Training

Name: _____

Office Address

City: _____ Street: _____

Province: _____ Postal Code: _____ - _____

Telephone: (_____) _____ - _____ H W C

E-Mail: _____ @ _____

Source of Referral : _____

Faculty Interviewer: _____

Supervisor

Name: _____

Telephone: (_____) _____ - _____ H W C

Client

Name: _____

City: _____ Street: _____

Province: _____ Postal Code: _____ - _____

Telephone: (_____) _____ - _____ H W C

E-Mail (optional): _____ @ _____

Date of Birth: ____/____/____ m/d/y Gender: _____

Profession: _____

Relevant health issues discussed: Yes Date of first session: ____/____/____ m/d/y

All case notes and relevant client materials will be on file and available for supervisor's review. Yes

Emergency Contact: Name _____ Relationship: _____

Telephone: _____

Upon completion of this therapy, please note: Total hours of Therapy _____ Hours of Supervision _____



Consent to the Release of Information

For E - Psychotherapy Outside of Canada and the United States

I, _____, consent to the disclosure of the following information:

- the country outside of Canada and the United States I will be staying in
- the length of my stay in that country
- the approximate number of sessions I expect to have
- the method of contact (email, Skype and/or phone sessions)
- any specific details relevant to my departure and return.

No details regarding my psychotherapy will be discussed.

This information may be released to: _____ .

This information will be used solely for the purpose of my psychotherapist obtaining an extension to her/his professional liability coverage.

Signature: _____

Date: ____/____/____ d/m/y



**Consent to the Release of Information Via Electronic Transmission - Phone
 Consultation or Examination of Clinical Records**

I, _____, consent to the disclosure of
 information to _____ of the clinical information compiled by
 _____.

In consultation with _____ I have given direction as to the purpose of
 the release of this information to be used on my behalf by _____.

Signature _____

Date ____/____/____ d/m/y



Assistant Registrar
 The Centre for Training in Psychotherapy
 316 Dupont St
 Toronto, On
 M5R 1V9

I am requesting a Leave of Absence from the CTP program “The Theory and Training in Psychotherapy”. My absence will begin in the academic year 20__ – 20__. (i.e. 2017/2018)
 I understand that I may take a maximum of 3 years Leave of Absence from the program. I understand that in order to maintain currency with the CTP program it will be necessary for me to register as Leave of Absence prior to August 1st of each year I will be absent from the program.

I have discussed and receive approval for this request with my faculty advisor
 _____ .

I understand that if I decide not to register for the 20__/20__ program and wish to return to the CTP in the future I will be welcome to re-apply for admission to the program at that time.

I understand there is a \$35 administration charge due before August 1st of each year that I am on Leave of Absence.

Sincerely,

Name: _____

Please print

Signature: _____

Date: ____/____/____ (m/d/y)