



## CTP ADMISSIONS MANUAL

**The deadline for application to the program is May 15**

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

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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 lead 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 a PLAR 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
- other



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21 Randolph Avenue, Suite 200  
Toronto, Ontario, M6P 4G4  
416 - 964 - 3690

## 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 2020-2021**

### **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	\$175 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
PEP Web Annual Fee:	mandatory	\$175 per year

### **Clinical TT Phase:**

Clinical Applications Seminar:	(1 req'd)	\$1,125 Semester 3
Psychotherapy Training Group:	(1 yrs req'd)	\$4,500 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	\$175 per year

**Please note that the fee schedule is subject to change**



## 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, marathon 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 fees have been established as follows:		<u>All costs shown are per academic year</u>	
Pep web	\$175	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	\$35

An annual fee of \$175 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 17<sup>th</sup>) will be eligible for 60% refund of tuition fees
- b. 31 to 60 days of the Registration deadline (June 17<sup>th</sup>) 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).

## Prior Learning Assessment and Recognition Applicant Portfolio Guidelines

### Overview

CTP considers psychotherapy education as adult professional education. The prerequisite of academic degrees can sometimes exclude gifted and promising candidates. Typically these candidates compare in status to “mature students” at the university level. Often in transition from family responsibilities or from earlier professions, they can bring intellectual capacity and life experience to their studies. Some exceptional applicants seeking acceptance to the CTP who do not have a bachelor degree may complete a Prior Learning Assessment and Recognition (PLAR) portfolio to demonstrate equivalency to a bachelor degree.

It is important to recognize that the idea behind a PLAR is that **credit is given for learning derived from experience, not for the experience itself**. This learning can take place in different educational settings and through experiences outside of the classroom. Experience does not necessarily guarantee learning. Credit and recognition come when you demonstrate and validate learning from experiences and not for the experiences themselves. As well, this learning is assessed and evaluated relative to the learning outcomes of a bachelor degree.

### PLAR Process

PLAR is a process that recognizes previous or prior learning. The process involves the identification, documentation, assessment, verification, and recognition of relevant knowledge and skill acquired through formal and informal study, work and life experiences. The relevant learning is assessed and evaluated relative to the criteria for a bachelor degree.

It is essential to note that credit is given for learning, not experience.

In order to prepare for having your learning assessed you take part in the process of developing a portfolio that identifies, organizes and describes your knowledge and skills.

### Developing a Prior Learning Portfolio

A portfolio is an organized collection of material which records and verifies your learning achievements and relates them to the requirements for a bachelor degree.

Portfolio development produces a valuable product but the process is also important in helping you analyze, understand and explain to others what you know you can do, as well as what you still need to learn.



A portfolio includes:

An outline of your education and a chronological record of your significant learning experiences

Learning outcomes and competency statements

Documentation verifying the learning you claim which can include transcripts, certificates, reference letters, papers written, etc.

Prior Learning may occur through:

- Previous formal and informal study
- Professional training and mentoring
- Work experience
- Parenting
- Volunteer activities and community involvement
- Hobby or interest
- Life experiences such as immigration, disabilities and caregiving
- Other

To help you organize your portfolio please use and submit the form provided see:

- **Prior Learning Portfolio Form** pages 15 – 19 and:
- **Learning Profile: Moving from Experience to Learning** pages 22 - 23

**You will also have access to a CTP advisor who can support you with feedback and instruction as you prepare your portfolio.**



## **Prior Learning Assessment and Recognition**

When the Prior Learning Portfolio is submitted it is referred to a CTP committee which assesses all of the elements of the document. The Assessment tool is provided in this guideline - **Prior Learning Assessment Review** pages 20 - 21.

The Assessors will:

- Match and evaluate learning outcomes to bachelor degree criteria set by Ontario Qualifications Standards.
- Ensure that the evidence is valid, reliable, sufficient, current, and authentic.
- Provide feedback to the applicant regarding the portfolio and any additional evidence requirements



## **Prior Learning Profile for Applicants to CTP**

The fee for a PLAR is \$60

“Learning is a process whereby knowledge is created through the transformation of experience” David Kolb, 1984: 38

For each Learning Activity you should describe in writing these four stages in the learning process.

If additional space is required or there are more learning activities please use additional paper. You may also consult the Assessment Tool used by assessors.



**1. Learning Activity**

Concrete Experience:  
What you did

Reflective Observation:  
What you observed or discovered

How what you learned is supported  
by reading and theory

How did you apply what you learned?  
How did this shape your behaviour?

Documentation Provided





**2. Learning Activity**

Concrete Experience:  
What you did

Reflective Observation:  
What you observed or discovered

How what you learned is supported  
by reading and theory

How did you apply what you learned?  
How did this shape your behaviour?

Documentation Provided



**3. Learning Activity**

Concrete Experience:  
What you did

Reflective Observation:  
What you observed or discovered

How what you learned is supported  
by reading and theory

How did you apply what you learned?  
How did this shape your behaviour?

Documentation Provided



**4. Learning Activity**

Concrete Experience:  
What you did

Reflective Observation:  
What you observed or discovered

How what you learned is supported  
by reading and theory

How did you apply what you learned?  
How did this shape your behaviour?

Documentation Provided

**5. Learning Activity**

Concrete Experience:  
What you did

Reflective Observation:  
What you observed or discovered

How what you learned is supported  
by reading and theory

How did you apply what you learned?  
How did this shape your behaviour?

Documentation Provided

## **Prior Learning Assessment Review**

Based on Ontario Qualifications Standards for Bachelor's Degree:

<http://www.tcu.gov.on.ca/pepg/programs/oqf/certificate10.html>

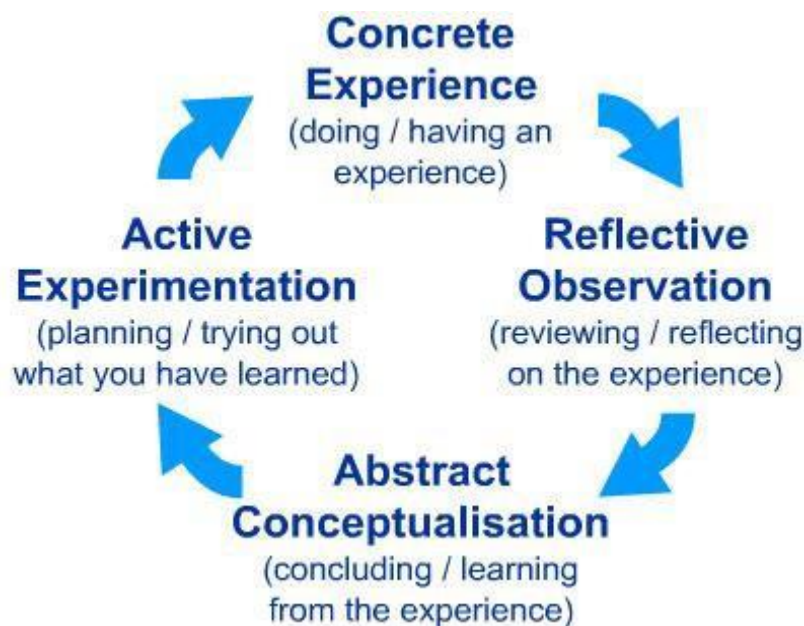
<p><b>Depth and Breadth of Knowledge:</b></p> <ul style="list-style-type: none"> <li>a. Evidence of an area of general knowledge and understanding of its key concepts, methodologies, current advances, theoretical approaches and assumptions;</li> <li>b. A broad understanding of other approaches within this area and how they may intersect;</li> <li>c. Critical thinking and analytic skills;</li> <li>d. The ability to apply learning.</li> <li>e. A formative mentoring experience in an area of developed knowledge</li> </ul>	<p><b>Reviewers Comments and Supporting Evidence:</b></p>
<p><b>Understanding of Theory and Concepts in an Area of Learning</b></p> <ul style="list-style-type: none"> <li>a. An ability to engage in deep questioning or creative activity</li> <li>b. Understanding of methods of enquiry (in particular the engagement of deep questioning or creative activity in an area of knowledge that enables them to: Engage in meaningful discourse about the subject; Evaluate the appropriateness of different approaches</li> </ul>	<p><b>Reviewers Comments and Supporting Evidence:</b></p>
<p><b>Communication Skills</b></p> <p>Given that psychotherapy is delivered through a relationship based primarily on verbal and non-verbal communication, the applicant is able to communicate information both in writing and verbally in a way that is appropriate to the listener and is informed by their area of knowledge</p>	<p><b>Reviewers Comments and Supporting Evidence:</b></p>

<p>Application of Knowledge</p> <p><b>a.</b> The ability to review, present and critically evaluate information to:        Develop lines of thought;        Make sound judgements congruent with the area of knowledge;        Apply concepts, principles and techniques both within and outside of the area of knowledge;        Where appropriate use this knowledge in the creative process.</p> <p><b>b.</b> The ability to make use of scholarly reviews and primary sources.</p>	<p>Reviewers Comments and Supporting Evidence:</p>
<p>Professional Capacity/ Autonomy</p> <p>The qualities and transferable skills necessary for further study, requiring:        The exercise of initiative, personal responsibility and accountability in both personal and group contexts;        Working reflectively with others;        Decision-making in complex contexts;        The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;        Behaviour consistent with integrity and social responsibility.</p>	<p>Reviewers Comments and Supporting Evidence:</p>
<p>Awareness of Limits of Knowledge</p> <p>An understanding of the limits to their own knowledge and ability, and demonstration life-long learning.</p>	<p>Reviewers Comments and Supporting Evidence:</p>

## Learning Profile: Moving from Experience to Learning

In order to clearly show the learning that resulted from your experience, the Learning Profile needs to explicitly demonstrate the process by which you moved from experience to learning.

Educational theorist David Kolb provides a good working definition of the process we want you to show in your profile. He writes that “learning is the process whereby knowledge is created through the transformation of experience” (1984, p.38.). His four-stage cyclical model is useful for organizing your profile effectively to show your learning process.



For each Learning Activity, you should describe, in writing, these four stages in the learning process (the bolded terms are Kolb’s (1984, p 30) :

- A. Your **concrete experience** (what you did) related to this outcome. What did you do? What action did you take?
- B. Your **reflective observation** about your experiences (what you observed or discovered).
  - o Depending on the learning activity in question, this may be the section in which you explicitly state the learning outcome (“I learned that [complete the sentence with the statement of the relevant learning outcome and underline the sentence].

C. The **abstract conceptualization** you derived from your experience and reflection: what conclusions you came to and how they are consistent with a relevant theoretical framework (how what you learned is supported by university-level theory and research). Your focus is on using logic, ideas, and concepts to form generalizations and theories about the experience.

Depending on the learning outcome in question, this may be the section in which you explicitly state the learning outcome (“I learned that [complete the sentence with the statement of the relevant learning outcome and underline the sentence].

D. Your **active experimentation** that applied, tested, and modified your concept/theory (how did you apply what you learned in new situations, or how did this shape your behaviour?)

- You’ll notice that at this stage, you might have a new concrete experience, and you might begin at stage 1 again as you discover new concepts or refine existing ones. Thus, this model is one that recognizes that learning is continuous.

### **Evidence of Experiential Learning**

In this section, you provide evidence that documents the experiences you’ve included in your Learning Profile. Evidence may include, but is not limited to, the following:

- Certificates of completion for training courses, workshops, etc.
- Performance evaluations
- Technical or professional writing written by you
- Programs from performances
- Job Description
- Explanation of your rank or classification in a job
- Products designed or produced by you
- Work projects
- Membership in professional organizations
- Membership requirements for certain organizations
- Licenses/diplomas
- Third-party verification of your work (letters from co-workers, news clippings)
- Military records
- Annotated bibliography of books read
- Travel documents/mementos
- Notes taken in class





**CTP Application - Admission to the Foundation Phase of the Program**

During the current application period, we ask all applicants to forward their forms, references and autobiographies via email. The \$300 application fee should be sent via e-transfer. All relevant documents and payments go to the Assistant Registrar’s office at [phil@ctp.net](mailto:phil@ctp.net).

If you have confidentiality concerns about material in your autobiography, please send it via Canada Post to:

Assistant Registrar  
The Centre for Training in Psychotherapy  
21 Randolph Avenue, Suite 200  
Toronto ON M6P 4G4

Applications are due no later than May 15<sup>th</sup>

**Section 1**

**Name:**

First: \_\_\_\_\_ Last: \_\_\_\_\_

**Address:**

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

Province/State: \_\_\_\_\_ Postal Code (ZIP Code) : \_\_\_\_\_

Country : \_\_\_\_\_

E-Mail \_\_\_\_\_

**Phone Number:**

Home: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Cell: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Work: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

**Application page 1 of 4**



## **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: 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 one (1) hard copy.

## **Section 4: Two (2) written personal references.**

Please note that due to Covid-19 emailed references will be accepted. References from current or former psychotherapists will not be accepted.

References may be mailed directly or e-mailed by the referees to the Assistant Registrar at:

Attention: Assistant Registrar  
The Centre for Training in Psychotherapy  
21 Randolph Ave, Suite 200  
Toronto, On  
M6P 4G4  
or  
[Phil@CTP.Net](mailto:Phil@CTP.Net)

**Application page 2 of 4**





**Section 5**

**Please send an e-transfer or 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  (enclosed)
- Section 2: Psychotherapy History  (enclosed)
- Section 3: Autobiography (2) Hard Copies  (enclosed)
- Application fee \$ 300.00  (enclosed)
- PLAR fee \$60 (if Applicable)  (enclosed)
- Section 4: (2) personal references  (Written personal references, signed by the referees. References must be mailed or e-mailed directly *by the referees* to the Assistant Registrar)

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.