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CTP Program Manual 2024 -2025



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ADMISSIONS

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

1. A bachelor's degree or its equivalent.
2. 80 hours of individual psychodynamic psychotherapy (**Ongoing weekly, individual psychodynamic psychotherapy is required through the CTP training.**)
3. Submission of an autobiography and two letters of reference.
4. Individual interviews with three faculty members who meet as a committee to determine an applicant's acceptance/non-acceptance.
5. Formal vote by faculty regarding admission committee's recommendation.

*For **exceptional** applicants who do not hold a bachelor's degree, CTP offers a Prior Learning Assessment under the guidance of a faculty member <http://ctp.net/wp-content/uploads/2020/04/CTP-Admissions-Manual-2.pdf>. Qualification for the assessment must be confirmed by the initial interviewing faculty, and the assessment must be completed and accepted **prior** to application to the program.*

Additional information and descriptions are provided in the Admissions Manual. <http://ctp.net/ctp-admissions-manual/>

CTP TUITION FEES 2024-2025

Per Academic Year

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	\$200 per year

Clinical Phase:

Clinical Applications Seminar:	(1 req'd)	\$2,275 Semester 1 & 2
Psychotherapy Training Group:	(1 yr req'd)	\$4,385 per year
Concentrations:	(2 req'd)	\$1,125 per concentration
PEP Web Annual Fee:	mandatory	\$200 per year

Clinical II Phase:

Clinical Applications Seminar:	(1 req'd)	\$1,125 Semester 3
Psychotherapy Training Group:	(1 yr 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

A total of 80 hours of Supervision in any combination of Individual and Dyadic is required

Individual Supervision:		\$90 per supervision hour
Dyadic Supervision:		\$100 per supervision hour
PEP Web Annual Fee:	mandatory	\$200 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 as an education expense because the receipt for therapy does not 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 is deducted from the self-employed income and familiarizes the CRA assessor with this taxpayer having a professional development line on their expenses form. (There is no "professional development" category on the form; it must be written in.)

Claiming Supervision Fees

Therapists in training can claim supervision fees (paid directly to faculty supervisors) as professional development.

When claiming the amount as professional development, the full amount is deducted from the self-employed income and familiarizes the CRA assessor with this taxpayer having a professional development line on their expenses form. (There is no "professional development" category on the form; it must be written in.)

Claiming Expenses & Client Fees

Being a TT is being a student. However, because the TT is beginning to set up their practice (i.e., receiving fees from clients, providing receipts, paying fees directly to a supervisor), they can claim their expenses and income under business self-employment if they so choose.

TUITION AND REFUND POLICIES

Tuition Policy

As a not-for-profit educational institution CTP operates solely based on 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, etc.).

The administration fees have been established as follows: All costs shown are per academic year			
Pep web*	\$195	Returned Bank Payment	\$35
Late Registration	\$75		
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

*The PEP web fee of \$200 must accompany the completed registration form **for all students every year**, 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 mandatory.

Students can minimize the banking administration costs charged by CTP by ensuring their financial account is paid according to their payment plan agreement.

Refund Policy

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.

Refund Policy

For seminars, concentrations, clinical applications, and group supervisions both September and January semesters: A request for cancellation received by the Assistant Registrar within:

- a. 30 days of the Registration deadline will be eligible for 60% refund of tuition fees.
- b. 31 to 60 days of the Registration deadline will be eligible for 30% refund of tuition fees.
- c. There is NO REFUND after 60 days from the Registration deadline 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 Registrar's office. The date when such a request is received will be the date used to calculate the refund (if applicable).

Occasionally, a lecture, class or group may need to be cancelled due to unforeseen circumstances, such as weather, illness, and pandemic. We will do our best to re-schedule, but this will not always be possible and there will be no adjustment to fees.

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, which consists of academic courses and psychotherapy training group, has been structured in such a way that it is possible for a student to complete it in two years.

Two years in psychotherapy training groups are also required for completion of the Foundation Phase and for acceptance into the Clinical Phase.

PSYCHOTHERAPY TRAINING GROUPS

Ongoing weekly, individual psychodynamic psychotherapy is required throughout the CTP training.

GUEST IN THE LECTURE SERIES

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, have asked to attend one or more lectures, and have received permission to do so from the Foundation Coordinator.

FOUNDATION LECTURE SERIES

Lectures take place Monday evenings from 6:30 to 8:50 p.m. and include a fifteen-minute break. A complete schedule is provided on the CTP website.

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 practiced today.

Because the material to be covered is extensive, lectures are organized to take place over a two-year period.

Requirements

The theories presented can be difficult, diverse, and profoundly affecting. Students are asked to enter upon a long process of understanding and personally appropriating this literature and its psychodynamic discourse. They are encouraged to consult throughout the Lecture Series with lecturers and seminar leaders.

1. Attendance

Attendance at lectures is an important part of the training. Audio recordings of the lectures are posted on the CTP website for additional learning purposes; however, students are still required to attend lectures.

The Foundation Coordinator records absences at each lecture. If a student misses three lectures in any one semester, they are required to meet with their faculty advisor to discuss the circumstances behind their absences, and to discuss whether make-up assignments are necessary. Absence from 50% of the lectures, in any one semester or any one year, requires that the student repeats that semester/year in the corresponding semester/year of the two-year lecture cycle. Leaving a lecture early may be counted as an absence.

2. Assignments

Students attending the Lecture Series are required to complete two assignments each year, for a two-year total of:

- An oral examination on Freud, which can be taken in either year of the lecture cycle, although the preferred practice is that it is taken in the student's first year. [FREUD ORAL](#)
- Three papers of approximately 2500 word (or two papers and a second oral exam).

Students may do only one oral exam per year.

Papers are submitted to the faculty member who has lectured on the theorist or topic considered in the student paper. The lecturer will provide a list of possible essay topics. In consultation with the lecturer, a student may choose another topic. The outline for the first paper/oral should be submitted by January 31; the outline for the second paper/oral, by April 30.

STUDENT FORMS – APPLICATION FOR SUBMISSION OF PAPER

Deadlines for submission of the first- and second-term assignments are March 31 and May 31.

Extensions are discouraged. Those students requesting them must do so on the "Request for Extension of Paper Submission".

STUDENT FORMS – REQUEST FOR PAPER EXTENSION OR DEFERRALS

Requests will then be reviewed by the appropriate lecturer.

Regardless of a granted extension, any student's 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.

FREUD ORAL EXAM

During the 2-year Foundation Phase of the CTP program, students study a lexicon of psychoanalytic terminology, entitled the 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 Clinical 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 three or four members. Early in the second semester each study group meets with the Freud lecturers for a three- hour oral examination on the Psychoanalytic Literacy Index.

During the two to three 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 in the form of a review session 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 the 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, inviting students' feedback about their own performance, offering evaluative remarks, and indicating whether the group's performance has merited a pass. A study group member who fails



to meet the passing threshold is usually required to complete a short, written assignment to receive credit for the exam. A student who indicates significant difficulty defining and using Index terminology may be required to repeat the exam in the next academic year.

FOUNDATION PHASE LECTURE SEMINARS

Purpose

The Lecture Seminar is a forum in which approximately eight students, led by a faculty member or a graduate fellow, examine aspects of the lectures and 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 on a monthly Saturday or Sunday, 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, informing both seminar leaders of their intention in time to receive and prepare necessary readings and questions.

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 Foundation Coordinator. 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 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 GROUP

94 hours total per year (4 years required)

35 weekly groups @ 2 hours each = 70 hours

4 Intensives @ 6 hours each = 24 hours

Note: Intensives take place on weekends. Group leaders provide schedule details.

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, culture, race, systemic oppression, religion, and the many events that have made up their life histories -- for example, trauma, illness, immigration, major losses. The central task of the group members is to experience themselves and others in a more and more honest and unconcealed way. Together with individual therapy, groups provide the opportunity for intense personal growth and the development of the competency of safe and effective use of self. See p.7 of CRPO Entry to Practice Competencies (Link Below)

<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

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

Four years in Psychotherapy Training Groups are required for graduation. Groups meet weekly throughout the school year, plus four weekend Intensives. Regular attendance is mandatory.

Occasionally, a group meeting may need to be cancelled due to unforeseen circumstances, such as weather, illness, and pandemic. We will do our best to re-schedule, but this will not always be possible and there will be no adjustment to fees.

FACULTY ADVISOR

Each student is assigned a faculty advisor until they begin work under supervision as a therapist in training. In conversation with their advisor, a student is free to choose an alternate faculty member.

The advisee-advisor conversation provides an ongoing personal connection to the faculty for each student and might include advice on academic matters, discussion of personal issues interfering with participation in the program, requests for accommodation or initiation of any formal complaints. Especially at times of transition, such as application to the Clinical Phase and to working as a therapist in training, the student should take full advantage of their advisor's help.

The student is required to meet their advisor at least twice each year to consider their progress in the program. The advisor is responsible for conveying to the student any faculty concerns, questions, or decisions.

It is the responsibility of the student to arrange the two required 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 submit their application to the faculty.

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

The Clinical Phase is tailored to individual differences among students. Though it can be completed in a minimum of four years, no time limit is set for completion of the Clinical Phase.

Ongoing weekly, individual psychodynamic psychotherapy is required throughout the CTP training.

By applying for entry to the Clinical Phase and Clinical Applications, the student signals their intention to prepare practically to work as a psychotherapist.

Faculty's decision for acceptance into the Clinical Phase will consider whether:

- The student has a competent grasp of theory;
- The student has participated fully in Lecture Seminars;
- The student demonstrates attunement to others;
- The student demonstrates self-regulation in the presence of others' strong emotions;
- The student demonstrates a stable and grounded inner life necessary for an emerging safe and effective use of self <https://www.crpo.ca/wp->

<content/uploads/2017/08/RP-Competency-Profile.pdf>

- All fees are paid.

After the faculty has considered the applications for admission to the Clinical Phase, Faculty Advisors will communicate the decisions. Once accepted, students are encouraged to discuss with their Faculty Advisor 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 working as a therapist in training. A further application and assessment by faculty is required.

Clinical Applications

After completing all requirements of the Foundation Phase, students apply to enter the Clinical Phase of the CTP program. If accepted, they continue their preparation for working as psychotherapists in the comprehensive course: Clinical Applications of Psychotherapy.

The Clinical Applications seminar is divided into three semesters. The first two semesters are normally taken in the year following entrance into the Clinical Phase; the third semester is taken in the following fall semester.

Each semester involves 30 hours of class time. Completion of the first two semesters is required to apply for acceptance to work as a therapist in training. All three semesters are required for graduation from the CTP program.

Clinical Applications transitions the student from theory to practice, while learning about competency-based psychodynamic practice. Topics include:

- Therapeutic Relationship
- Assessment and Formulation
- Risk Assessment
- Ethical Issues in Therapy
- Standards of Practice, Jurisprudence and Code of Ethics of the CRPO
- Safe and Effective Use of Self in Therapy

The format is seminar style with weekly readings and discussions. Students keep a weekly reflective journal about the readings and class discussion as well as their own subjective responses to the material. This journal is submitted to the instructor in the middle and at the end of each semester for review and discussion.

In semesters 1 and 2, students role-play various situations which can emerge in psychotherapy sessions, in order to get a feel for the concrete therapy experience. Case formulations/assessments are written about the role-play scenarios and submitted for evaluation.

<http://ctp.net/ctp-student-seminar-concentrations-2022-2023/>

Applying to Practice as a Therapist in Training (TT)

The most important transition occurs when a student signals readiness to work as a therapist in training and is admitted by the faculty to this stage of the program.

The CTP faculty is committed to the process of regular, ongoing supervision as a required element in the training of a psychodynamic psychotherapist.

To be accepted as a CTP therapist in training (TT):

- The student is currently in or has completed Clinical Applications
- The student has completed a third year of Psychotherapy Training Group and at least one Concentration. (Or Seminar with faculty approval)

April 30 is the latest date for submitting an application.

THERAPIST IN TRAINING PHASE

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

While preparing their application, a student is urged to give serious consideration to the choice of a primary supervisor. All supervisors during the CTP training must be drawn from the faculty. Students are welcome to speak with more than one faculty about their availability and mode of supervision. Ordinarily the primary supervisor 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 them to develop as a psychotherapist...

Each application is reviewed by every member of the faculty. Faculty decision about acceptance as a CTP therapist in training will consider the following:

- Aptitude and readiness for working as a TT.
- The student's level of commitment.
- The student's level of attunement.
- The student's capacity for self-regulation.



- The student's ability to use and reflect on feedback from fellow students and faculty.

<https://www.crho.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

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.

Clinical Phase Concentrations

The Concentrations are Clinical Phase courses open to students who have completed the requirements of the Foundation Phase.

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.

STUDENT FORMS – REQUEST FOR EXCEPTION

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.

Concentrations meet for 30 hours, usually over two semesters spanning the academic year. The length and frequency of meetings is arranged by the course leader.

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

Candidates are required to participate in two Concentrations on separate subjects over the course of their training.

For a list of current Concentrations see CTP.net

Clinical Phase Seminars

Students must participate in two required and one elective Clinical Phase seminars over the course of their training. Some seminars are experiential, others may focus on a clinical issue and/or a particular theoretical perspective.

The two required seminars are:

- Dreams
- Critical Reflections on Language and Psychotherapy

Each year other elective Clinical Phase Seminars are offered. A student is required to complete at least one elective Seminar.

Seminars meet for a total of 30 hours, either weekly for a single semester or monthly over the entire academic year.

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 centers 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.



Critical Reflections on Language and Psychotherapy

Pre requisite:

The student is in their graduating year.

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

This course is placed at the end of the academic curriculum. Students by this time are familiar with the major authors of psychodynamic psychotherapy. To participate, students must be in their graduating year.

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.

Special Topic Seminars

Students in the Clinical Phase are required to participate in four six- hour special topic courses conducted by the faculty. The topics are:

- Diversity (Anti-Oppression)
- Safety Planning for Gender Base Violence
- Trauma (or participation in a Clinical Trauma Seminar)
- Risk Assessment and Safety Planning

All four special topic seminars are a graduation requirement. Because only two are offered each year, on a two-year cycle, students must plan carefully to ensure they have met the requirement.

THERAPIST IN TRAINING

General Information and Requirements

Pre requisite:

Students are not eligible to enroll in group supervision until the second year of clinical work.

1. The TT Coordinator convenes 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 enroll in group supervision 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 CTP Registrar.
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.
- Review and sign Clinical Supervision Contract.
- 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.

THERAPISTS IN TRAINING PHASE: PROFESSIONAL LIABILITY INSURANCE

- Ensure that the Supervision Coordinator and the Assistant Registrar have a current home address, telephone number and email address.
- Ensure that *all clients* are supervised by CTP faculty, and registered with CTP.

THERAPIST IN TRAINING REFERRAL SERVICE - 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 their student file.

THERAPIST IN TRAINING REFERRAL SERVICE – 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. 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.

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 forward the email from the insurer to the Assistant Registrar for placement in the student file.
4. **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. *If there is no updated insurance certificate on file, a student will be required to cease and desist your training practice.***

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:

<https://www.crpo.ca/professional-liability-insurance/>



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 secondaries.

Every therapist in training is required to provide an annual self-evaluation.

THERAPIST IN TRAINING REFERRAL SERVICE - ANNUAL SELF-EVALUATION

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 and or Dyadic supervision is required for graduation. This requirement is dependent on the CRPO requirement for a ratio of 4.5 hours of client sessions to 1 hour of clinical supervision.

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 2020 is \$90 per hour (inclusive of HST) and Dyadic Supervisions is \$100 per hour. Fees are subject to change.

INDIVIDUAL SUPERVISION

Group Supervision

A therapist in training will be eligible to enter group supervision after one year of individual supervision. A TT must have begun their practice by the beginning of the second semester of any academic year in order to qualify.

Group supervision is led by a faculty member and includes a maximum of eight other therapists in training.

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

CTP Referral Service

CTP provides a referral service for members of the public who require psychotherapy at a reduced rate. Referrals are made to therapists in training, students who are in the final phase of the CTP program. Case work is supervised on a regular basis by CTP faculty members. At present, the fees range from \$50.00 per session for therapists in training to \$70.00 for senior therapists in training.

The name and contact information of each person requesting a referral is entered into the referral database. The potential client is then sent an intake form to complete that captures their availability, preferences, and specific requests for accommodation. Potential clients are advised that meeting the accommodation request is not always possible. When the completed form is returned, the information provided is added to the potential client's file.

Potential clients are advised that if, during their assessment session(s), the therapist in training (after consulting with the clinical supervisor) determines that the presenting support needs are outside their scope of practice (in compliance with the College of Registered Psychotherapists of Ontario), the therapist in training is required to advise the client of this determination, and b) recommend a referral to a registered psychotherapist who has received specific additional training. CTP maintains a referral list of registered therapists, graduates of CTP, who offer sessions at \$90.00.

The referral website is reviewed weekly. The referral coordinator enters the availability of each therapist in training for the coming week. When there is a potential match with more than one therapist in training, the referral is made following a sequential pattern (i.e., after a referral is made, the name of the therapist in training to whom the referral was made goes to the bottom of the list).

When a match is made, the potential client is forwarded the contact information of the therapist in training. The potential client is advised that "any referrals not followed up on within 5 working days will be cancelled". The therapist is advised that their contact information has been forwarded to a potential client. The therapist in training is given only the name of the client.

Once a referral is made and the client contacts the therapist in training, the therapist in training is responsible for interacting with the client in a manner that is compliant with CRPO regulations.



Therapist in Training Availability Calendar

The availability of each therapist in training is captured in a calendar that is accessed on-line. The calendar allows the therapist to list a) their office hours, b) the specific times that are filled, c) the specific times that are available, and d) the number of new clients they would like to take.

Upon indicating that they would like to utilize the CTP Referral Service, students are then assigned and provided with the link to the CTP TT Calendar Page (Google docs.) onto which they can indicate their a) availability and b) the number of clients that they are able / wanting to take on at any given time.

Editing the Calendar Page

After clicking on the link to the site, click on the icon (top of page) that reads "Open with Google Sheets". Next, scroll along the tabs on the bottom of the page to find your name. Click on that tab to open your calendar.

Please use the following system to indicate your available times.

- Boxes in the calendar that are grey indicate times that you are not seeing clients.
- Boxes in the calendar that are blue indicate times that you are presently seeing clients.
- Boxes in the calendar that are white indicate times that you have available to see new clients.
- To the right of the calendar, there is a box for you to indicate the number of new clients you wish to take on.

When you have decided to take on clients, have a look at the calendar and enter your information. Next, send me an email to the CTP Therapist in training Referral Coordinator advising that you have completed the above step, **along with the e-mail address and phone number at which potential clients can contact you**. No referrals will be made prior to receipt of this information.

N.B It is the responsibility of each therapist in training to keep the information on their calendar current. Given that referrals are, generally, made on the weekend, **please ensure that the information on your calendar is current by Friday evening of each week.**

Therapist in training Fee Schedule

Therapist in training

- Maximum fee of \$50.00
- If they choose to do so, therapists in training can charge a lesser fee.

Senior therapist in training Must meet all the following:

- A minimum total of 300 hours of direct client work.
- A minimum of one client at 60 hours.
- A minimum of one client at 40 hours.
- A minimum of 5 clients in total.
- Completion of all clinical App 1, 2, 3.
- 1 year of group supervision.
- Total of 50 hours of individual supervision with at least 2 supervisors.
- At least 1 of the required seminars (dreams, critical reflections).
- At least 1 concentration.
- Maximum fee of \$70.00.
- **Note:** <https://www.crpo.ca/standard-6-1-fees/>

If a member chooses to increase his/her fees, s/he should provide reasonable notice to clients and should not discontinue therapy because a client cannot afford the higher fee.

By agreeing to use the CTP Referral Service, students are agreeing to:

- (With the support of their clinical supervisor) complete the assessment for all clients who have been referred to them.
- This includes (again, with the support of their clinical supervisor) sourcing referrals for clients whose support needs fall outside a therapist in training's permitted scope of practice.

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 ongoing supervision by a member of faculty and must be registered with CTP.

STUDENT FORMS - REGISTRATION OF A CLIENT FOR SUPERVISION

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

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, which includes confidential notes of each session and every instance of contact with a client, including phone, email, and text.
2. Record dates of each session with each client and of each supervision hour pertaining to that client.
3. Keep a record of each financial transaction with the client.

<https://www.crpo.ca/wp-content/uploads/2017/11/Financial-Records-Checklist-MemberResource.pdf>

Students are required to be familiar with the sections of the CRPO Standards of Practice Manual <https://www.crpo.ca/wp-content/uploads/2017/08/Professional-Practice-Standards-For-Registered-Psychotherapists.pdf>

and the Professional Practice and Jurisprudence Manual pertaining to client notes and record keeping. <https://www.crpo.ca/wp-content/uploads/2017/08/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf>

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 and professional status. This evaluation is prepared in conversation with the primary supervisor, to whom a 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 1.

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 required to submit only the client information update 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 and professional growth have most influenced your clinical work over the past year?
- What areas of your personal and professional growth require further development?
- What are your reflections on your academic level of competence?
- What client issues are you most and least at ease with?
- 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, telephone number and email address.

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, who have reached their 18th birthday.

Advertising must be factual, accurate, objectively verifiable, and 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.
<https://www.crpo.ca/wp-content/uploads/2017/08/Professional-Practice-Standards-For-Registered-Psychotherapists.pdf>

Clients obtained through web or print advertising may contact therapists in training directly. Therapists in training are then required to provide a half-hour interview if appropriate.



REQUIREMENTS & RUBRICS FOR STUDENT ADVANCEMENT

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

1. Completion of the Foundation Phase and application to the Clinical Phase.
2. Application to become a therapist in training.
3. Application to graduate.

All faculty members review and assess students' applications for every advance.

First Advancement

Criteria for Advancement from the Foundation Phase to the Clinical Phase

Includes the following:

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 faculty member or 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:

- Three papers (2000-2500 words each), or two papers and one oral exam
- Students may take only one (1) oral exam per year.
- Freud oral examination.

- Individual Lecture Seminar presentation.
- 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.

Transformative learning is embodied in individual psychodynamic psychotherapy, which students are required to engage in for the duration of the program.

Affective indicators for readiness for advancement:

- Recognition of one's psychological difficulties as they manifest in seminars but especially in group therapy.
- Affect tolerance and impulse control.
- Capacity for attunement to others.
- Respect, care, and understanding of others beyond the surface level.
- Ability to receive and give feedback.
- A developing capacity for safe and effective use of self.
<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

Possible reasons for denial of advancement to the Clinical Phase:

- Failure to complete all requirements of the Foundation Phase as outlined above.
- Inadequate grasp of theory.
- insufficient participation in the Lecture Seminars.



- Underdeveloped attunement to others.
- Withdrawal in the presence of strong emotion.
- Difficulty receiving feedback and/or giving feedback in a respectful manner.
- Need for additional therapeutic work.
- Insufficient engagement in the program.
- If a student is denied advancement, their faculty advisor explains the reasons why advancement is being denied at that time and discusses areas that need improvement.

Second Advancement

Criteria for Advancement from the Clinical Phase to Working as a Therapist in Training

Satisfactory completion of all requirements for

- a. Semesters 1 & 2 of Clinical Applications.
- b. One concentration. (or Seminar with faculty approval)
- 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 graduation

- A second concentration.
- An elective seminar.
- Two required seminars: Dreams and Critical Reflections.
- Four all-day special topic seminars: Trauma, Diversity, Risk Assessment, PDM.
- Semester 3 of the Clinical Applications.

Affective indicators for readiness for advancement:

- Ability to face conflict with flexibility.
 - Capacity to listen and understand the other at increasingly deeper levels.
 - Emotional tolerance of diversity.
 - Capacity for honest and respectful dialogue.
 - Continued development of safe and effective use of the self.
- <https://www.crho.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

Possible reasons for denial of advancement:

- Failure to complete all requirements of the Clinical Applications.
- Inadequate working knowledge of the theory and practice of psychodynamic psychotherapy.
- Inadequate recognition of one's own psychological difficulties as they manifest in the program.
- Limited attunement to others.



- Difficulty with affect tolerance and impulse control.
- Insufficient engagement in the program.

If a student is denied advancement, their faculty advisor explains the reasons why advancement is being denied at that time, and discusses areas that need improvement.

Third Advancement

Criteria for Advancement from Therapist in Training to Graduation

Includes the following:

1. Therapists in training must be in individual supervision for a minimum of three years. **They must receive supervision for every client they work with while in the program.**

2. Therapists in training are required to receive individual supervision from at least three faculty members, one primary supervisor and at least two secondary supervisors.

3. Therapists in training must have completed:
 - All required concentrations, seminars and special topic seminars as outlined above (Critical Reflections on Language in Psychotherapy, a required seminar, is usually taken in the year leading up to graduation.).

 - Year 4 of Psychotherapy Training Group.

 - At least 80 hours of individual supervision and or Dyadic supervision with at least three faculty members, one of whom is the primary supervisor.

 - Two years of Group Supervision.

 - Work under supervision with at least five clients, for a total of at least 300 client hours.

 - At least one therapy of 100 client hours.

 - At least one therapy of 80 client hours.

 - Two years of Group Supervision.

 - All annual self-evaluations and information updates.

 - Two case studies (a major and a minor).



In addition, all outstanding fees must be paid.

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.

THERAPIST IN TRAINING REFERRAL SERVICE - CLIENT NOTES AND RECORD-KEEPING

2. Each May students write self-evaluations of their development as therapists in training over the course of the previous year. The evaluations include a list of active clients currently in therapy with the student as well as a separate list of inactive clients. 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 Update** must be submitted to the Primary Supervisor and the Assistant Registrar no later than June 1.

THERAPIST IN TRAINING REFERRAL SERVICE - ANNUAL SELF- EVALUATION AND INFORMATION UPDATE

Besides tracking the student's progress through process notes in each supervision session, these discussions give the primary supervisor an additional 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 being developed and are present in or absent from the student's work.

The supervisor also evaluates this annual update, helping the student appreciate their stage of development, as well as their strengths and weaknesses as a therapist in training.

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 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 if they are not already supervising the case. This faculty member will be the second reader. The minor case study is read by the supervisor of that case.

The case studies should contain the following:

- a. The client's reason for coming into therapy.
- b. The client's personal history.
- c. An explicit consideration to social/political/cultural factors, or systems-level factors, that have informed a client's experience. Are there any "isms" that have shaped the client's lived experience? In what way have these emerged directly or indirectly in the therapy?
- d. Assessment of the client's strengths and weaknesses; symptoms – anxiety, depression; suicidality if in evidence; and use of defenses.
- e. Discussion of transference and countertransference issues, including the therapeutic alliance.
- f. Discussion of the student's countertransference feelings.
- g. Discussion of significant issues that the client is working with.
- h. Evidence of the client's growth and progress in the therapy.

- i. Evidence of a capacity to listen deeply and empathically to verbal and nonverbal communications.

The students' case studies should indicate to the readers the following:

- Integration of psychodynamic theory and clinical practice.
- Depth of understanding of the client as a whole person, including strengths and weaknesses, defenses, attachment issues, areas of growth, and plan for future clinical work.
- Capacity to work effectively within the transference and countertransference dynamic. An example of this might be improved relationships within the therapy and in the client's everyday life.
- An on-going ability to use themselves self in a safe and effective way.
- A good working knowledge of and fluency in all entry-to-practice competencies, especially those under the CRPO heading Therapeutic Process.

<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

GROUP SUPERVISION

Assignments, Assessment and Grading

Therapists in training are assessed on:

1. Attendance.
2. Dedicated effort in presenting clients.
3. Respectful dialogue when giving and receiving feedback.
4. Evidence during presentations that the therapist in training is able to engage their client in a meaningful therapeutic process of change.
5. Engagement in the seminar even when not presenting.
6. Ability, where relevant, to help their client with a proper sense of closure.

Assessment is pass/fail and based on:

1. The therapist in training's presentations.
2. The therapist in training's general participation in group supervision.

Therapists in training should be able to:

1. Practice psychodynamic psychotherapy with an integrated and foundational understanding of its clinical theories and practice.
2. Be open to diversity in gender identity, sexual orientation, ethnicity, race, culture, socioeconomic status, physical abilities and intellectual abilities.
3. Treat clients respectfully, empathically, honestly, ethically and professionally.
4. Provide a safe environment by responding appropriately to the client's strengths, vulnerabilities, resilience, and resources.
5. Recognize and work within the transference-countertransference dynamic.
6. Work with clients' emotional range and intensity that leads to the working-through process and facilitates change.
7. Be dedicated to on-going self-discovery to enhance and ensure safe and effective use of self in the therapeutic relationship.

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

Therapists in training wishing to graduate should carefully study 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' applications to graduate are reviewed and approved by all faculty members. Students will be notified of acceptance to graduate by their primary supervisors.

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

Intellectual and Affective Indicators for Readiness to Graduate:

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.

They have assimilated and acquired fluency in entry-to-practice competencies.



MINIMUM REQUIREMENTS FOR GRADUATION

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

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

<u>Foundation Phase</u>		
Lectures I		85 hours
Lectures II		85 hours
Seminars		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		94 hours
Psychotherapy Training Group II		94 hours

<u>Clinical Phase</u>		
Psychotherapy Training Group III		94 hours
Psychotherapy Training Group IV		94 hours
Clinical Applications, 2 semesters (Therapists in Training registered before 2014/15)	or	60 hours
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 Critical Reflections on Language and Psychotherapy An Elective Seminar		30 hours 30 hours 30 hours



Special Topics (4 req'd)

Risk Assessment

Recent Developments in the Treatment of Trauma

Anti-Oppression Through an Intersectional & Intersubjective Lens

Safety Planning for Gender Based Violence

PDM

Neurodivergence

Comfortable Conversations About Race

Clinical Requirements for Therapists in Training

Two Group Supervisions (60 hours each) 120 hours

Individual/Dyadic Supervision 80 hours

A minimum of 5 supervised clients

A total of 300 client hours,

Including:

1. One therapy of at least 100 hours.
2. One therapy of at least 80 hours.
3. Three additional therapies adding up to 120 hours.

300 hours total Two case studies.

1. A major case study on a therapy of at least 100 hours
2. 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's office 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.
- The actual number of supervision hours.
- The names of faculty supervisors.

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.

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.
- 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 first reader. The major case study will also be presented to a faculty member of the student's choice, often their primary supervisor if a different faculty member has supervised the major study case. This faculty member 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 submission of a case study must provide a request in writing to the first reader for the major case study or the single reader for the minor case study.

The case studies should contain the following:

- a. The client's reason for coming into therapy.
- b. The client's personal history.
- c. An explicit consideration to social/political/cultural factors, or systems-level factors, that have informed a client's experience. Are there any "isms" that have shaped the client's lived experience? In what way have these emerged directly or indirectly in the therapy?

- d. Assessment of the client's strengths and weaknesses; symptoms – anxiety, depression; suicidality if in evidence; and use of defenses.
- e. Discussion of transference and countertransference issues, including the therapeutic alliance.
- f. Discussion of the student's countertransference feelings.
- g. Discussion of significant issues that the client is working with.
- h. Evidence of the client's growth and progress in the therapy.
- i. Evidence of a capacity to listen deeply and empathically to verbal and nonverbal communications.

STUDENT FORMS: REQUEST FOR A CASE STUDY EXTENSION

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.

MARCH 15 - DRAFT CASE STUDIES DUE TO ALL READERS

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

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 Accessibility Policy

1. The CTP always strives 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 consider 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.

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 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 the 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

[www.mooddisorders](http://www.mooddisorders.on.ca/index.html)

[.on.ca/index.html](http://www.mooddisorders.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



Student Application Forms



CTP PHASE APPLICATIONS

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.

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 15th



Foundation Phase Application

Section 1:

Name:

First: _____ Last: _____

Address:

Street Address: _____

City: _____

Province: _____ Postal Code : _____

Country : _____

E-Mail _____

Phone Number:

Home: (_____) _____ - _____

Cell: (_____) _____ - _____

Work: (_____) _____ - _____

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?”

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



EDUCATION LEVEL:

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 (1) Hard Copy (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.



Admission to the Clinical Phase of the Program

Applications must be received in the Registrar's office no later than 5:00 p.m. April 15

Name:

First: _____ Last: _____

Address:

Street Address: _____

City: _____

Province: _____ Postal Code: _____

Country : _____

E-Mail _____

Phone Number:

Home: (_____) _____ - _____

Cell: (_____) _____ - _____

Work: (_____) _____ - _____

Please indicate below the academic year for each course you have completed in the CTP program (e.g., 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: _____ **Complete** Y N **Yr** ____/____



Concentrations* (or Seminars taken with faculty approval):

***(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 N

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

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



Admission to Therapist in Training Phase of the Program

Applications must be received in the Registrar's Office no later than 5:00 p.m. April 30

Name:

First: _____ Last: _____

Address:

Street Address: _____

City: _____

Province: _____ Postal Code : _____

Country : _____

E-Mail _____

Phone Number:

Home: (_____) _____ - _____

Cell: (_____) _____ - _____

Work: (_____) _____ - _____



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.

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: <input type="checkbox"/>	No: <input type="checkbox"/>
Concentrations or Seminars*	30 hours ea	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
Clinical Applications Semester 1 & 2	60 hours total	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
Psychotherapy Training Group III**		Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

Please note:

* Students are only required to have completed one Concentration or Seminar 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.



Application to Graduate

Applications must be received in the Registrar's Office no later than 5:00 p.m. on the second Friday in November

Name:

First: _____ Last: _____

Address:

Street Address: _____

City: _____

Province: _____ Postal Code : _____

Country : _____

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 _____ Academic Year _____



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

Safety Planning for Gender Based Violence	Faculty _____	Academic Year _____
Trauma 1 day Seminar or Trauma Concentration	Faculty _____	Academic Year _____
Risk Assessment	Faculty _____	Academic Year _____
Diversity/Anti Oppression	Faculty _____	Academic Year _____

Courses taken in excess of requirements:

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. 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 (e.g., 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

_____d/m/y

Student Name Signature

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: _____

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
5. 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: _____ Student: 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 Foundation 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: _____

Semester One

Outline Due Date: Jan 31

Paper Due Date: Feb 28

Semester Two

Outline Due Date: Apr 30

Paper Due Date: May 31

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.

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 catalyze 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. approved by supervisor before commencing work
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 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



Request for Leave of Absence

Assistant Registrar

The Centre for Training in Psychotherapy 21 Randolph Ave Unit 200
Toronto, On M6P 4G4

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 202_/202_.

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 and submit the \$35 administration fee.

I have discussed and receive approval for this request with CTP Registrar.

I understand that if I decide not to register within the 3-year LOA period 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)