Centre for Training in Psychotherapy
21 Randolph Avenue, Suite 200
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CTP Program Manual

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ADMISSIONS

Application deadline – May 1

Before applying to CTP a potential applicant must have an initial interview with a CTP faculty member. To arrange an interview, email the Admissions Coordinator: <CTPAdmissions@gmail.com>

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 prerequisites:

1. A bachelor's degree or its equivalent.*
2. Minimum of 80 hours of individual *psychodynamic* psychotherapy before starting the program. **Ongoing weekly, individual psychodynamic psychotherapy is required throughout the CTP training.**

Application Process:

1. Submission of the application form and fee, an autobiography and two letters of reference.
2. Additional individual interviews with two faculty members who meet as a committee with the initial interviewer to determine an applicant's acceptance/non-acceptance.
3. Formal vote by faculty regarding admission committee's recommendation.

Additional information and descriptions are provided in the Admissions Manual.

* *For **exceptional** applicants who do not hold a bachelor's degree but have completed the required 80 hours of individual psychodynamic psychotherapy, CTP offers a Prior Learning Assessment under the guidance of a faculty member.* (Please visit ctp.net/CTP Admissions Manual). ***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.*

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CTP TUITION FEES 2025-2026

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	$220 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	$220 per year

Clinical TT Phase:

Clinical Applications Seminar:	(1 req'd)	$1,125 Semester 3
Psychotherapy Training Group:	(1 yr req'd)	$4,500 per year
Required Seminars:	(2 req'd)	$1,125 per seminar
Elective Seminars:	(1 req'd)	$1,125 per seminar
Group Supervision:	(2 req'd)	$2,275 per seminar
Individual Supervision:	(80 hours req'd)	$90 per supervision hour
PEP Web Annual Fee:	mandatory	$220 per year

Please note: The fee schedule is subject to change.

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*	$220	Returned Bank Payment	$35
Late Registration	$75	Monthly Payment Plan	$25
Each request to change post-dated payment plan	$25	Clinical Phase application	$150
Supervision application	$200	Request to graduate	$200
Individual Supervision - Per session	$90	Letter Request &/or Duplicate tax receipt	$25

*The PEP web fee of $220 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.

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Refund Policy

For lectures and psychotherapy training groups:

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

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

1. From May 15th until May 31st will be eligible for 100% refund of tuition fees.
2. From June 1st until June 30th will be eligible for 60% refund of tuition fees.
3. From July 1st to July 31st will be eligible for 30% refund of tuition fees.
4. There is No Refund after July 31st.
5. There is No Refund for PEPweb after July 1st.

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

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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 (TTs) 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 file their income under business self-employment if they so choose.

FOUNDATION PHASE

Students accepted into the Foundation Phase concentrate on theoretical issues. At the same time, they are introduced to experiential aspects of psychotherapeutic work through the weekly 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.

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

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

(See Psychotherapy Training Group.)

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 permission from 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, having asked to attend one or more lectures, and have received permission to do so from the Foundation Coordinator. In this case, there is a fee for attending.

FOUNDATION LECTURE SERIES

Lectures take place Monday evenings from 6:30 to 8:50 p.m. and include a fifteen-minute break. A complete calendar and list of lectures are 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 one hundred and fifty 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 cycle.

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. Reading lists can be demanding and are often intended to foster years of circling back for reflective re-reading.

Attendance

Attendance at lectures is an important part of CTP's in-person training. Audio recordings of the lectures are posted on the CTP website for additional learning purposes, and most lecturers provide lectures notes in Dropbox. **However, students are still required to attend all lectures.** (An online option is available in case of illness.)

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 30% 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.

Assignments

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

- A study group oral exam known as the Freud oral and focused on the Psychoanalytic Literacy Lexicon. Although students are encouraged to include this learning experience in their first Foundation year, this assignment can be fulfilled in either year of the lecture cycle, **(See Freud Oral Exam.)**
- Three papers of approximately 2500 words each (or two papers and a second oral exam in the year the student does not take the Freud oral). **Students may do only one oral exam per year.**
- Papers are submitted to the faculty member who has lectured on the theorist or topic being 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-semester paper/oral should be submitted by **January 31.**
- The outline for the second-semester paper/oral should be submitted by **April 30**.
- Deadline for submission of the first term assignment is **March 31**.
- Deadline for submission of the second-term assignment is **May 31**.
-

(See Student Forms — Application for Submission of Paper)

Extensions are discouraged. Those students requesting them must do so on the "Request for Extension of Paper Submission". Requests will then be reviewed by the appropriate lecturer.

(**See Student Forms — Request for Extension of Paper Submission)**

Regardless of a granted extension, all papers must be submitted, approved and passed by the faculty member by July 31 of the second year of the Foundation Phase, for the student to be accepted into any courses in the Clinical Phase.

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FREUD ORAL EXAM

During the two-year Foundation Phase of the CTP program, students study an in-depth list of psychoanalytic terminology, entitled the Psychoanalytic Literacy Lexicon. These are terms and themes central to an understanding not only of a language introduced 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 Lexicon terminology is taken up by successive theoreticians and clinicians in the psychodynamic tradition.

Study of Lexicon terminology is ideally 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 two-hour oral examination on the Psychoanalytic Literacy Lexicon.

During the two to three months leading up to the oral exam, one of the Freud lecturers joins each of the study groups at least once, helping students prepare for the actual examination and inviting their questions and comments (in person or by email) throughout the weeks of group study.

As students work individually and collegially, reading Freud's work and discussing it in their peer groups, they begin to encounter Freud more as interlocutors, reflecting on and identifying his observations and theories in the context of their own experience.

The necessary place of conversation in stimulating students' ongoing understanding of psychodynamic psychotherapy 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 oral exam's conclusion, the Freud lecturers address the study group, inviting students' feedback about their own contributions to the experience, offering evaluative comment and indicating whether the group oral 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 Lexicon terminology may be required to repeat the exam in the next academic year.

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FOUNDATION PHASE LECTURE SEMINARS

Purpose

Each Lecture Seminar includes approximately eight students, led by a faculty member or graduate fellow and designed to examine the current lecture series and assigned readings. Each student facilitates a meeting of their choice, helping 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 bridges theory and practice 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 the end of the second semester will assign a pass or fail in the Lecture Seminar program.

Students are expected to attend every seminar. If they must miss their own seminar, they must attend the appropriate seminar of another group, informing both seminar leaders of their intention in time to receive and prepare necessary readings and questions.

A student is allowed to miss one seminar if they cannot attend another seminar on the appropriate topic. If more than one seminar is missed, the student must write a 1000-word paper focused on the seminar(s) topic(s) missed. Some discussion with the seminar leader about the intended approach and focus of the paper is recommended.

The make-up paper is submitted to the Foundation Coordinator. 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 submitted and approved by July 31 and 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 students who successfully complete the academic part of the Foundation Phase (Lectures, Lecture Seminars, papers, oral exams) will be eligible for a CTP Certificate of Psychodynamic Studies.

PSYCHOTHERAPY TRAINING GROUP

Psychotherapy Training Group is a major component of the CTP program, providing students with the opportunity, over a four-year period, to build an interactive environment in which they feel encouraged to be honestly self-reflective and expressive about their responses to each other. Such openness is 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 their awareness of the formative influences of family, culture, race, systemic oppression, religion and the many events that have made up their life histories, including trauma, illness, immigration and major losses. The central task of group members is to experience themselves and others in increasingly unconcealed ways. Together with individual psychotherapy, training group provides an opportunity for intense personal growth and for development of the CRPO competency of safe and effective use of self. Training group also provides an excellent space in which to observe and experience psychodynamic theory in the flesh, including projection, introjection and transference.

Training Group meets weekly throughout the school year. Intensives take place on Friday evenings and all-day Saturday. Group leaders provide schedule details.

Regular attendance is mandatory.

94 hours total per year (4 years required)

35 weekly groups @ 2 hours each = 70 hours

4 Intensives @ 6 hours each = 24 hours (consisting of Friday evening and Saturday daytime)

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

Four years in Psychotherapy Training Groups are required for graduation.

Occasionally, a group meeting may need to be cancelled due to unforeseen circumstances, such as weather or illness. 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 original advisor, a student is free to choose another faculty member to fill this role.

The advisee-advisor conversation provides an ongoing personal connection to the faculty for each student and usually includes 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 later to working as a therapist in training, the student should take full advantage of their advisor's guidance.

The student is required to meet their advisor 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.

Note: It is the responsibility of the student to schedule 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.

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 opening of the Clinical Phase.
2. Application to the second part of the Clinical Phase as a therapist in training working under supervision.
3. Application to graduate.

All core faculty members review and assess students' applications for each advancement in the CTP program.

FIRST ADVANCEMENT: CLINICAL PHASE

Criteria for Advancement — Foundation Phase to Clinical Phase

Students are required to have demonstrated 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.

Students must have completed all requirements of the Foundation Phase:

- Two years of Psychotherapy Training Group.
- Two-year Lectures Series.
- Two years of Lecture Seminars.
- Freud oral exam.
- Three papers or two papers and one additional oral exam, based directly on the lecture material. (Students may take only one oral exam per year. Since a study group and oral exam on Freud's lexicon is required, students may not write a paper for the Freud lectures unless an exception is granted.)

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.

Grading for the following academic requirements is based on a pass/fail basis:

- Three papers (2000-2500 words each) or two papers and one oral exam.
- Freud oral exam.
- Two Lecture Seminar facilitations.
- Lecture Seminar participation.

Transformative learning, which is emphasized in both the academic and experiential components of the CTP training, is embodied in the individual psychodynamic psychotherapy that students are required to engage in on a regular, ongoing basis. Transformative learning — learning that brings about genuine change — is part of the assessment for advancement to the Clinical Phase. This learning includes:

- Psychological change in the understanding of self and other.

- Accessing and understanding symbolic contents of the pre-conscious and unconscious.
- A developing capacity to analyze underlying motivations and defenses in self and other.

Indicators of readiness for advancement to the Clinical Phase:

- Recognition of one's psychological challenges and vulnerabilities as they manifest in seminars and especially in Training Group.
- Affect tolerance and impulse control.
- Capacity for attunement to others.
- Respect, care and understanding of self and others beyond the surface level.
- Ability to receive and give feedback.
- A developing capacity for safe and effective use of self.

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 psychodynamic 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. The advisor also informs them of the appropriate appeals process.

CLINICAL PHASE

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.

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

A student seeking admission to the Clinical Phase must provide a written application to the Registrar, who will submit the application to faculty for consideration.

The due date for submitting an application for entry to the Clinical Phase is April 14th.

All fees must be paid in full in order to apply to advance in the CTP program.

(See First Advancement.)

(See Student Form –Admission to the Clinical Phase.)

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 discussed.

The Clinical Phase, includes two parts:

1. Clinical Applications
2. Therapist in Training

This 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.

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

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

- A competent grasp of psychodynamic theory.
- Participated fully in Lectures and Lecture Seminars.
- Demonstrated attunement to others.

- Demonstrated self-regulation in the presence of strong emotions.
- Demonstrated a stable, grounded inner life necessary for an emerging safe and effective us of self

After the faculty has considered all applications for admission to the Clinical Phase, faculty advisors will communicate the decisions, waiting until all Psychotherapy Training Groups have finished for the academic year.

Entry to the Clinical Phase and to the first two semesters of Clinical Applications does not guarantee advancement to working as a therapist in training. A further application and assessment by faculty is required.

(See Second Advancement.)

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Clinical Applications Seminar

Students accepted into the Clinical Phase 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 that 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.

(See ctp.net**/CTP Seminars & Concentrations.)**

Clinical Phase Concentrations

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 for Exception to Course Requirement form.

(See Student Forms – Request for Exception.)

While 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 monthly over two semesters spanning the academic year. The length and frequency of meetings is arranged by the course instructor.

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

Students 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/CTP Seminars & Concentrations.)

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 Psychodynamic 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.

(For a list of current Seminars, see ctp.net/CTP Seminars & Concentrations.)

Dream Seminar

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

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

Note: Because of the personal readiness required for this Seminar, participation is limited to students who have completed three years of Psychotherapy Training Group.

(See ctp.net/CTP Seminars & Concentrations.)

Critical Reflections on Psychodynamic Psychotherapy

Critical Reflections, which meets for two hours each week for fifteen weeks spanning one semester, comes at the end of the academic curriculum. To participate, students must be in their final year of training and should, by this time, be familiar with the major authors of psychodynamic psychotherapy. It is a required seminar for all Clinical students.

Critical Reflections attempts a critical and historical overview of therapeutic ideas and practice. Students are asked to examine their own most deeply held positions and to reflect on how to authentically use theory in the practice of psychodynamic psychotherapy.

(See ctp.net/CTP Seminars & Concentrations.)

Special Topic Clinical Seminars

Students in the Clinical Phase are required to participate in **four** six-hour special topic seminars held on Saturdays and organized by the faculty. Past topics have included:

- Risk Assessment
- Recent Developments in the Treatment of Trauma
- Anti-Oppression Through an Intersectional & Intersubjective Lens
- Safety Planning for Gender Based Violence
- PDM
- Neurodiversity
- Cultural Competence for Psychotherapists
- Other

Four special topic seminars are a graduation requirement. Because only two special topic seminars are offered each year, students must plan carefully to ensure they have met the requirement of four seminars prior to graduation.

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SECOND ADVANCEMENT: THERAPIST IN TRAINING

Criteria for Advancement in the Clinical Phase to Working as a Therapist in Training (TT)

Preparation for advancement includes satisfactory completion of all requirements for

1. Semesters 1 & 2 of Clinical Applications.
2. One concentration.
3. Three years of Psychotherapy Training Group.

Students may begin any of the following requirements during the Clinical Phase, but must complete all of them prior to graduation

- A second concentration.
- An elective seminar.
- Two required seminars: Dreams and Critical Reflections on Psychodynamic Psychotherapy.
- Four all-day special topic seminars.
- Semester 3 of Clinical Applications.

Indicators of readiness for advancement:

- Deepening grasp of psychodynamic theory in clinical settings.
- Ability to face conflict with flexibility.
- Capacity to listen and understand the other at increasingly deeper levels.
- Emotional and intellectual tolerance of diversity.
- Capacity for honest and respectful dialogue.
- Capacity to receive guidance from faculty.
- Continued development of safe and effective use of the self.

(See crpo.ca, Entry-to-Practice Competency Profile for Registered Psychotherapists)

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 psychoemotional 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.

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THERAPIST IN TRAINING

Applying to Practice as a Therapist in Training (TT)

After a minimum of three years in the CTP program, a student is eligible to signal their readiness to work as a therapist in training (TT) by applying to this stage of the program. To be accepted as a CTP therapist in training:

- The student has successfully completed or is currently completing Clinical Applications 1 & 2.
- The student has successfully completed or is currently completing a third year of Psychotherapy Training Group.
- The student has successfully completed or is currently completing at least one Concentration.

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

Each application is reviewed by every member of the core 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 to the responsibilities of the practice of psychotherapy.
- The student's level of attunement to self and other.
- The student's capacity for self-regulation.
- The student's ability to use and reflect on feedback from fellow students and faculty.

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.

(See Student Forms - CTP Application-Admission to Therapist in Training.)

Primary Supervisor

While preparing their application, a student gives serious consideration to the choice of a primary clinical supervisor. All clinical 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 clinical supervision, and the faculty member must have agreed to assume this role. Ordinarily the primary clinical 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.

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

General Information and Requirements for TTs

Upon acceptance as a therapist in training, the following conditions apply:

1. Every CTP therapist in training must receive clinical supervision from a CTP faculty member for every client.

2. In the first year as a TT, a student works in individual supervision with a primary supervisor. In subsequent years before graduation, a TT must add at least two secondary supervisors. A group supervisor may also serve as an individual secondary supervisor.

3. A student accepted to work under supervision will be referred to as a therapist in training. The formal designation that indicates this standing as a practicing student therapist is **CTP(space)Dipl(space)Can(no periods): CTP Dipl Can**

4. In all written or oral discussions of their work, a therapist run training may also refer to themselves as trying therapists or student therapists. *The protected titles psychotherapist and therapist are not permitted.* However, because students need to indicated 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).

5. The TT Coordinator convenes all students newly accepted to work under supervision for an information meeting in late June of each year.

6. Students accepted to work under clinical supervision are not eligible to enrol in group supervision until the *second* year of clinical work. A TT must begin to see

clients within the first semester of the year of their acceptance in order to be eligible for group supervision in the following year.

7. Faculty fully supports collegial conversations among CTP therapists in training. However, "peer supervision" is not acceptable. Clinical supervision is the sole responsibility of the core faculty.

8. 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.

9. Prior to commencing practice, each new therapist in training will be required to:

    a. Ensure contact with the primary supervisor, who will be the main person to provide clinical supervision as defined by CRPO and to answer questions and provide guidance in this transition to clinical work.

    b. Review and sign a Clinical Supervision Contract provided by the supervisor.

    c. Sign a copy of the Letter of Understanding. **(See Student Forms.*)*** This signed form is submitted to the Assistant Registrar for inclusion in the student file.

    d. Obtain professional liability insurance, and immediately upon receipt of the insurance certificate, provide a copy to the Assistant Registrar for placement in the student file. **(See Professional Liability Insurance.)**

    e. Ensure that the Supervision Coordinator and the Assistant Registrar have a current home address, telephone number and email address.

    f. Ensure that *all clients* are supervised by CTP core faculty, and registered with CTP. **(See Client Registration and Fee.)**

10. Except in the year of graduation, all therapists in training are required annually to provide a written self-evaluation and information update.

11. A draft is due to the primary supervisor by May 1

12. The final version is to be submitted by June 1 to the Assistant Registrar for the student file. **(See Annual Self-Evaluation.)**

13. All therapists in training are expected to be familiar with the website of the College of Registered Psychotherapists of Ontario (CRPO) <www.crpo.ca> especially the link to Professional Practice Standards. In the year prior to graduation, every therapist in training must use this website to complete both the

College's online Jurisprudence Learning Module and the application to register with the College. Hours of individual and group supervision at CTP are applicable to CRPO registration requirements.

Professional Liability Insurance

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. <https://psychodynamiccanada.org/>
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.

Virtual Psychotherapy

The Covid-19 pandemic created a new era for psychotherapy, with TTs (and their supervisors) moving from in-person sessions to regular, ongoing work via phone or internet. This has provided increased access to psychotherapy for many people, and required both insurers and regulatory colleges to reconsider what therapy is and where it actually occurs.

Psychotherapy is now considered to occur in the jurisdiction where the client is. This allows CTP therapists in training to work under supervision with clients resident in any of the provinces and territories of Canada. However, **no TT can offer therapy to any client who is outside Canada**, even for a short period of time (holiday, work-related, etc.). This limitation should be clarified with every new client. Whenever a client is in a part of Canada other than their home area, the TT must ensure that an emergency contact is provided for the new location.

Any platform used for online therapy must be PHIPA approved. Doxy and Zoom are examples of acceptable platform for TTs to use. Be advised that any AI "summary of notes" must be de-activated to ensure confidentiality.

TTs must also ensure that the client is in a secure and private space during every online or phone session.

Individual Clinical Supervision

All questions regarding clinical supervision should be discussed with CTP faculty supervisors.

Clinical supervision is a major component of the CTP training. Through regular discussions of a TT's work with clients, supervisors are able to track the student's clinical development. During the three-year supervisory period supervisors assess, through conversation and consideration of process notes, the student's progressive ability to establish and maintain a stable therapeutic structure, deepen the therapeutic relationship and therapeutic alliance and broaden an understanding of client issues that lead to a process of working-through and change. By the end of the third year of supervision, the supervisory discussions and process notes taken together reflect the TT's developing mastery of CRPO's entry-to-practice competencies.

Once acceptance into clinical 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.

A *minimum* of 80 hours of individual supervision is required for graduation. Distribution of these hours should reflect the CRPO guideline for a ratio of 4.5 hours of client sessions to 1 hour of clinical supervision.

Every therapist in training is required to provide the primary supervisor and the Assistant Registrar with an annual self-evaluation and record of client and supervision hours.

(See Annual Self-Evaluation.)

Clinical Supervision Fees

Individual supervision fees are paid directly to each clinical supervisor, and receipts are issued annually by that supervisor. The individual supervision fee as of September 2023 is $90 per hour but is subject to change. As of June 21, 2024, HST is not charged on clinical supervision, which is considered a psychotherapy service.

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 their first year as a TT in order to qualify.

Group supervision meets for 60 hours each year, (30 weeks, two hours each meeting), is led by a CTP faculty member and includes a maximum of eight other therapists in training. Usually, one client is selected by each TT to present in a rotating sequence. All participants observe strict confidentiality for every case presentation.

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

Fees for group supervision are paid directly to CTP.

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 ongoing self-discovery to enhance and ensure safe and effective use of self in the therapeutic relationship.

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 per session for therapists in training to $70 for senior therapists in training.

(See Therapist in Training Fee Schedule.)

Client requests for referral begin by emailing: <ctpreferralservice@gmail.com>

The name and contact information of each person requesting a referral is entered into the referral database, which is managed by the Therapist in Training Coordinator, a member of the CTP faculty. The potential client is then sent an intake form to complete that indicates 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, in consultation with the clinical supervisor, determines that the presenting support needs are outside their scope of practice (in compliance with the CRPO), the therapist in training is required to a) 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.

The referral website is reviewed weekly. The TT 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).

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(See Therapist in Training Fee Schedule.)

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 five working days will be cancelled". The TT is advised that their contact information has been forwarded to a potential client. The TT 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 and CTP Code of Ethics.

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

- With the support of their clinical supervisor complete the initial consultation and assessment for all clients who have been referred to them. In some cases the initial consultation may provide cause to refer a new client back to the CTP Referral Service.

- When required (and again with the support of their clinical supervisor) sourcing referrals for clients whose support needs fall outside a therapist in training's authorized scope of practice.

Note: The CTP referral service is on hiatus for two months each summer.

THERAPIST IN TRAINING AVAILABILITY CALENDAR

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

After indicating that they would like to use the CTP Referral Service, TTs are then 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 TT 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 an email to the Therapist in Training Coordinator advising that the above steps have been completed. **Also include 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.

Note: It is the responsibility of each therapist in training to keep the information on their calendar current. Please ensure that the information on your calendar is current by Friday evening of each week.

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Therapist in Training Fee Schedule

As of June 21, 2024, fees for psychotherapy services no longer include HST.

Therapist in training

- A TT may charge a maximum fee of $50
- If they choose to do so, therapists in training may charge a lower fee.

Senior therapist in training

- A Senior TT may charge a maximum fee of $70, but only with newly referred clients.
- A TT must notify the Therapist in Training Coordinator once they qualify as a Senior TT.

In order to qualify as a senior TT, a student must meet all the following:

- A minimum total of 300 hours of direct client contact (dcc).
- At least one therapy at a minimum of 60 hours.
- At least one therapy at a minimum of 40 hours.
- A minimum of five clients in total.
- A total of 50 hours of individual supervision with at least two supervisors.
- Completion of Clinical Applications 1, 2 & 3.
- Completion of one year of group supervision.
- Completion of the required Dream seminar.
- Completion of at least one concentration.
- **Note: Please see CRPO, Professional Practice Standards.**

"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." – CRPO

Client Registration

Under regulation by the College of Registered Psychotherapists (CRPO), CTP faculty has supervisory responsibility for all training therapies provided by students working under clinical supervision. Therefore, *every client prior to graduation* requires ongoing supervision by a member of faculty and must be registered with CTP.

(See Student Forms - Registration of a Client for Supervision.)

It is the responsibility of each TT 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.

Students are required to be familiar with the sections of the CRPO Standards of Practice and the Professional Practice and Jurisprudence Manual pertaining to client notes and record keeping.

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Annual Self-Evaluation and Information Update

Except for the year of graduation, every therapist in training is required to submit an annual written evaluation of personal development and an update of client information, supervision hours 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 can 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?
- What aspects of clinical supervision have you benefited from or struggled with?

In order to complete the self-evaluation, a therapist in training is also required to provide the following information:

- A list of active clients currently in therapy **(*using only initials for identification*)**.
- A list of inactive clients seen since entering supervision **(*using only initials)***.
- 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.

In addition to discussions of the TT's progress in each supervision session, the annual self-evaluation provides the primary supervisor with an opportunity to evaluate the quality of therapy work being achieved appropriate to the student's stage of development. These annual reports give the supervisor evidence of the degree to which the CRPO entry to practice competencies are being developed and are present in or absent from the TT's work with clients.

In responding to this annual evaluation, the primary supervisor helps the student appreciate their strengths and weaknesses as a developing therapist in training.

Advertising Guidelines Client Notes and Record-Keeping

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 adults — individuals who have reached their 18th birthday.

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

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

Clients obtained through web or print advertising may contact therapists in training directly.

GRADUATION

(see minimum requirements below)

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 below
- Note: 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 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.
- Two years of Group Supervision.
- All annual self-evaluations and information updates.
- Two case studies (a major and a minor).

* All outstanding fees paid in full.

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 pages 46 & 47.

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 Nov 15 to the Registrar, who will bring them to a meeting of the faculty.

Students' applications to graduate are reviewed and approved by all core 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 into private practice under clinical supervision.
4. They have assimilated and acquired fluency in entry-to-practice competencies.

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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.

Lectures Year I	85 hours
Lectures Year II	85 hours
Lecture Seminar Year I	30 hours
Lecture Seminar Year II	30 hours
Oral Examination on Freud	years 1 or 2
Three essays (or two essays and a second oral)	2000-2500 words each
Psychotherapy Training Group I	94 hours
Psychotherapy Training Group II	94 hours
Psychotherapy Training Group III	94 hours
Psychotherapy Training Group IV	94 hours

Two Concentrations (30 hours each)

Three Seminars consisting of:

Dreams – required – (30 hours)

Critical Reflections on Language in Psychotherapy – required (30 hours)

One Elective Seminar – (30 hours)

Clinical Applications – Semesters 1 & 2 (60 hours)

Clinical Applications – Semester 3 (30 hours)

Special Topic Clinical Seminars

Four 6-hour seminars on various topics 24 hours

All annual self-evaluations and information updates

Two Group Supervisions (60 hours each) 120 hours

At least 80 hours of individual supervision (total) with at least three faculty members, one of whom is the primary supervisor. Therapists in training must be in individual supervision for a minimum of three years.

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

Two case studies.

1. A major case study of a long-term therapy.
2. A minor case study on a therapy of the student's choice.

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GUIDELINES FOR THE APPLICATION TO GRADUATE

The Application to Graduate form is emailed by the Assistant Registrar to all therapists in training 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 15th 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, they provide:

- The actual number of direct client contact 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 final totals of all additional client and supervision hours between the submission of the application to graduate and May 1 of the graduating year.

- A final total of direct client contact hours conducted with each client under supervision
- A final total of actual supervision hours with each supervisor named.

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.
- Copies of the previous years' self-evaluation updates.
- The required lists of total client and supervision hours.

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

CASE STUDIES - TIMELINE AND PROTOCOL

Case Studies

During their last year of supervision, every therapist in training writes two case studies. a major and a minor. The major case study is based on a long-term therapy, in discussion with the supervisor of that therapy. The minor case study is based on a therapy of the student's choosing, also in discussion with the supervisor of that therapy. The major case study will be presented first to the supervisor of that therapy, who will be the primary reader. The major case study will also be presented to a second 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 therapy.

For the major case study, acceptance is granted by the first reader, the supervisor of the therapy. Revisions may be required. Following acceptance by the first reader, the student informs the second reader that the study is ready to consider. The second reader offers the student an additional opportunity to discuss the case study and gain further insight into the development of their work.

The case studies should provide the following:

a. The client's reason for coming into therapy.

b. The client's personal history, including developmental, event and/or intergenerational trauma.

c. An explicit consideration of social/political/cultural 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, vulnerabilities, symptoms – e.g. anxiety, depression, self-harm, suicidality — and use of defenses.

e. Discussion of transference and countertransference issues, including the quality of the therapeutic alliance and the TT's countertransference responses.

f. Discussion of unconscious aspects of the client's life that have found conscious expression in the therapy.

g. Discussion of significant issues that the client's work is addressing.

h. Evidence of the client's growth and progress in the therapy.

i. Evidence of the TT's capacity to listen deeply and empathically to verbal and nonverbal communications.

The case studies should provide faculty readers with evidence of the following:

- The TT's integration of psychodynamic theory and clinical practice.
- The TT's depth of understanding of the client as a whole person, including strengths and weaknesses, defenses, attachment issues, areas of growth and plans for future clinical work.
- The TT's 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.
- The TT's ongoing ability to use themselves in a safe and effective way.
- The TT's good working knowledge of and fluency in all CRPO entry-to-practice competencies, especially those under the heading Therapeutic Process.

(See crpo.ca, Entry-to-Practice Competency Profile for Registered Psychotherapists.)

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

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 that the study is ready to consider. The second reader offers the student an additional opportunity to discuss the case study and gain further insight into the development of their work.

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.

(See Student Forms - Request for a Case Study Extension.)

Case studies are the property of the student and are not kept on file at CTP. 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 students, faculty and graduate fellows as members of a shared learning community. 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 theCTP 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 CTP already uphold these statements and can endorse them. The following CTP policies and guidelines are in place to guide students, faculty and graduate fellows as members of a shared learning community. 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.

The policies and guidelines include:

- Statement on Principles of Conduct.
- Faculty Code of Ethics.
- Student Code of Ethics and Conduct.
- Academic Conduct.
- Discrimination and Harassment Information.
- Accessibility Policy.
- Reappraisal of Grades or Denial of Advancement.
- Student Misconduct Policies and Student Discipline Process.
- Student Complaint Process.

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.

CTP Faculty Code of Ethics and Conduct

Introduction

Faculty members 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.

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 favoritism 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. They 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 decide, in the best interests of the student, to recommend that another faculty member grade the paper.

A faculty member may also be a student's psychotherapist. In the interests of transparency and fairness and in an effort to protect the psychotherapy from undue intrusion and at the same time support the student's transformative evolution into a psychotherapist. faculty are made aware whenever 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.
- Ensure that another faculty member grades 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).
- Ensure that another faculty member grades any assignment the student/client completes that is required for a Clinical Phase academic course (concentration,

seminar) and readily consult with other faculty regarding any experiential grading component.

- Refrain from being the student/client's individual or group clinical supervisor.
- Consult with other faculty members regarding the issues for the student/client and other students before agreeing to have a student/client accepted in an experiential course, such as Clinical Applications, Authentic Movement, Dream seminar, or a group supervision 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 student in the program.

Children and close family members of CTP faculty are not eligible for acceptance as a 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 core or associate faculty member until a reasonable time (at least one year) has elapsed since the psychotherapy was terminated.

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

Student Code of Ethics and Conduct

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 that are relevant to them and to draw perceived problems with the policies and standards to the attention of the Registrar.

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.

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.

Students are expected to:

1. 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.

2. 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.

3. Participate co-operatively in classroom activities.

4. Bring concerns about classroom activities to the attention of the faculty in a timely manner that does not disrupt the class.

5. Not be impaired by alcohol or drugs.

6. Maintain confidentiality wherever required (for instance, in training group and group supervision) according to the standards of CTP and the standards of PHIPA.

7. Adhere to the standards of professional practice outlined for Therapists in Training.

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.

Specific areas of note:

Confidentiality:

Due to the personal and sensitive material that arises in CTP contexts such as 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 offense should consult with a faculty member or their faculty advisor.

Examples of academic misconduct which can lead to expulsion from CTP with no refund of fees:

- **Plagiarism.**
- **Submitting false, fraudulent or purchased assignments.**

- **Breaches of group confidentiality other than within personal therapy or with a CTP faculty member.**

If faculty has cause to believe that a student has breached the academic integrity policy, they will:

- Immediately inform the student of the impropriety and give the reasons.
- Give the student an opportunity to present their explanation of the situation.
- Assign a mandatory grade of zero or fail to the material in question if the student is unable to:
    1. Provide a credible explanation to account for the behaviour that has caused the concern to be raised.
    2. 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 or Denial of Advancement

Denied application to advance to the next phase of the program.

1. If a student disagrees with any academic decision, including a grade or denial of advancement in the program, they must discuss the matter with the faculty member who recorded the grade or their faculty advisor or training group leader 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, they may file an appeal with the CTP Registrar. The student must file their appeal within 15 days of receiving their grade or denial of advancement.

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 letter is 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 discrimination from the Ontario Human Rights Commission:

ohrc.on.ca

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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.

9. The CTP will ensure compliance to the Accessibility Standards for Customer Service, Ontario regulation 429/07 by outlining policies, practices and procedures in our faculty manual as well as informing all faculty and associates who provide services to the public.

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. Harmful to others,
3. Threatening to others,
4. Destructive of CTP property, or
5. Illegal.

- The Registrar will notify the Chair of the Discipline Committee. The Chair will appoint a committee of the Chair, two 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 investigation will happen in a timely manner. In the event that the time needed for the investigation 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 behaviour that speaks to the student's credibility and integrity.** Other actions could include an apology or an undertaking of appropriate additional learning.
- The report of the committee's investigation 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 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 their individual mark or academic outcome, please review the Academic Reappraisal 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 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 polices. 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 that will include the chair, two 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 within 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 complainant, the respondent and any other person deemed relevant to the fact-finding.

This investigation 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.

Possible conclusions of the committee could include (among other options):

- 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 investigation.

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

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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 five colleges given the protected title of psychotherapist. Therefore, early in the final semester of their training, students should apply for registration with CRPO. 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 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.) Every applicant who is registered by the College will receive the designation RP(Qualifying) until they 1) successfully complete the registration exam and 2) have a total of 450 direct client contact hours and 100 hours of supervision.

Each therapist in training should be aware that no matter how many hours of direct 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, they must continue to practice with clinical supervision until they have 1000 direct client contact hours and 150 hours of clinical supervision,

The first step in the registration process requires all applicants to successfully complete the online 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

Suicide Crisis Helpline – 988 (Canada-wide)

Distress Centres and Resources

Assaulted Women's Helpline
http://www.awhl.org/contact-us/
416-863-0511

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.

Barbra Schlifer Commemorative 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

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

Distress Centres of Greater Toronto

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.

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 M1S 1T4

416 913-2144

Brampton office:

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

905 488-7716

Mood Disorder Association of Ontario

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

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

Deadline for Admission Applications May 1

Application to CTP

We ask all applicants to forward their forms, references and autobiographies via email or Canada Post. 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 submit via Canada Post:

Assistant Registrar

The Centre for Training in Psychotherapy

21 Randolph Avenue, Suite 200

Toronto ON M6P 4G4

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).
80 hours of Psychodynamic Psychotherapy is an admission requirement.

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 x 11), typewritten, focusing on the questions,

"Who am I?", "How did I become who I am?", "How did I come to consider studying to be a psychotherapist?"

Please enclose one (1) hard copy if mailing.

Section 4: Two (2) written personal references.

References from current or former psychotherapists will not be accepted.

(2) Personal References signed by the referees. 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 e-mailed to (Phil@CTP.net)

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

Section 5

EDUCATION LEVEL:

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

Section 2: Psychotherapy History – 80 Hours of Psychodynamic Psychotherapy is an admission requirement.

Section 3: Autobiography – (1) hard copy if mailed via Canada Post

Section 4: (2) Personal References.

Section 5: Education level

Name _____ Signature: _____

Please print

Date:

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.

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416 - 964 - 3690

Application to the Clinical Phase

Applications must be received in the Registrar's office by April 15

Name	
First:	
Last:	

Address	
Street Address:	
City:	
Province:	
Postal Code:	
Country:	
E-mail:	

Phone Number	
Home:	
Cell:	
Work:	

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Please indicate below the academic year for each course you have completed in the CTP program (e.g., 20/21).

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**	
		Group Leader	

*(note not a Clinical Phase requirement)

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Foundation Essays or Oral Exams:

Title			
Topic			
Faculty			
Paper	☐	**Oral** ☐	**Yr** ☐

Title			
Topic			
Faculty			
Paper	☐	**Oral** ☐	**Yr** ☐

Title			
Topic			
Faculty			
Paper	☐	**Oral** ☐	**Yr** ☐

Freud Oral:	**Yr** ☐	**Completed**	Y ☐	N ☐

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Concentrations*:

*(note not a Clinical Phase requirement)

Title					
Faculty		yr		Pass ☐	Fail ☐

Title					
Faculty		yr		Pass ☐	Fail ☐

Faculty Advisor Meetings (2) per year:

Faculty		1st Semester	☐	2nd Semester	☐	Yr	

Faculty		1st Semester	☐	2nd Semester	☐	Yr	

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

I have confirmed faculty acceptance of each essay, oral exam, and concentration with the Registrar's Office Y☐ N ☐

Name: _____ Signature: _____

Please print

Date: _____ m/d/y

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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.

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Application to Clinical Phase Checklist

Lectures I	85 hours	**Yes:** ☐	**No:** ☐
Lectures II	85 hours	**Yes:** ☐	**No**: ☐
Seminars I	30 hours	**Yes:** ☐	**No:** ☐
Seminars II	30 hours	**Yes:** ☐	**No:** ☐
Faculty Advisor Meetings	(2) required 1st Year	**Yes:** ☐	**No:** ☐
Faculty Advisor Meetings	(2) required 2nd Year	**Yes:** ☐	**No:** ☐
Three Papers *	2000 – 2500 words each	**Yes:** ☐	**No:** ☐
Oral Examination on Freud	May be taken in either year	**Yes:** ☐	**No:** ☐
Psychotherapy Training Group Yr I		**Yes:** ☐	**No:** ☐
Psychotherapy Training Group Yr II		**Yes:** ☐	**No:** ☐

***** 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.

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Application to Therapist in Training Phase of the Program

Applications must be received in the Registrar's office by April 30

Name	
First:	
Last:	

Address	
Street Address:	
City:	
Province	
Postal Code:	
Country:	
E-mail:	

Phone Number	
Home:	
Cell:	
Work:	

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Please indicate below the academic year for each course you have completed in the Clinical Phase of the CTP program (e.g. 20/21).

Clinical Phase Faculty Advisor Meetings (2) per year:

Faculty		1st Semester	☐	2nd Semester	☐	Yr	

Faculty		1st Semester	☐	2nd Semester	☐	Yr	

Psychotherapy Group Yr 1	Yr	Group Leader	
		Group Leader	

Psychotherapy Group Yr 2	Yr	Group Leader	
		Group Leader	

Psychotherapy Group Yr 3	Yr	Group Leader	
		Group Leader	

Psychotherapy Group Yr 4	Yr	Group Leader	
		Group Leader	

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Please indicate below the academic year for each course you have completed in the Clinical Phase of the CTP program (e.g. 20/21).

Concentrations:

Title:			
Faculty:		**Yr**	

Title:			
Faculty:		**Yr**	

Title:			
Faculty:		**Yr**	

Seminars:

Title:			
Faculty:		**Yr**	

Title:			
Faculty:		**Yr**	

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Clinical Applications:

Semester 1	**Yr**		**Faculty:**	
Semester 2	**Yr**		**Faculty:**	
Semester 3	**Yr**		**Faculty:**	

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

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

Faculty member who has agreed to be your primary supervisor:

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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.

☐ 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:

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

Name:_____Signature:

<u>Please print</u>

Date:_____m/d/y

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

Cheques should be made payable to CTP

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Application to Therapist in Training Phase Checklist

Foundation Phase	**Yes:** ☐	**No:** ☐
Concentration - 30 hours	**Yes:** ☐	**No:** ☐
Clinical Applications Semester 1 & 2 - 60 hours	**Yes:** ☐	**No:** ☐
Psychotherapy Training Group III**	**Yes:** ☐	**No:** ☐

Please note:

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

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

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Application to Graduate

Deadline to apply November 15

Name	
First:	
Last:	

Address	
Street Address:	
City:	
Province	
Postal Code	
Country:	
E-mail:	

Phone Number	
Home:	
Cell:	
Work:	

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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 November 15. (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	

Clinical Applications Semester 1 &2:

Faculty		Academic Year	

Clinical Applications Semester 3:

Faculty		Academic Year	

Concentrations (2 are required):

Concentration Name:			
Faculty		Academic Year	

Concentration Name:			
Faculty		Academic Year	

Clinical Seminars (3 are required):

Dreams - Required

Faculty		Academic Year	

Critical Reflections on Language and Psychotherapy - Required

Faculty		Academic Year	

Elective Seminar (Topic)			
Faculty		Academic Year	

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

Risk Assessment	Academic Year	
Recent Developments in the Treatment of Trauma	Academic Year	
Anti-Oppression Through an Intersectional & Intersubjective Lens	Academic Year	
Safety Planning for Gender Based Violence	Academic Year	
PDM	Academic Year	
Neurodiversity	Academic Year	
Cultural Competence for Psychotherapists	Academic Year	
Other	Academic Year	

Courses taken in excess of requirements:

Name of Course:			
Faculty		Academic Year	

Name of Course:			
Faculty		Academic Year	

Name of Course:			
Faculty		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 case study:

Primary Reader (Supervisor of case)_____

Major Case Study:

Second reader_____

Minor case study:

Reader _____

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

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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.

Name: _____ Signature: _____

Please print

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

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

Cheques should be made payable to CTP

E-Transfers for this application should be made to Phil@CTP.net

STUDENT FORMS

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Request for Exception

PART 1: TO BE COMPLETED BY STUDENT

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:

_____

_____

_____

Name: _____ Signature: _____

Please print

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

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

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PART 2 - TO BE COMPLETED BY FACULTY MEMBER:

Request Approved: **Yes** ☐ **No** ☐

By (name of faculty): _____

Date: _____ /_____ /_____ m/d/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

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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.

Name: _____ Signature: _____

Please print

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

Request for Paper Extension or Deferral

To Faculty (Name):	
From:	
Telephone:	
Email:	

Date: _____ /_____ /_____ m/d/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: _____/ _____/_____ m/d/y
3. Date of the request for extension: _____ / _____ /_____ m/d/y
4. Date paper will be delivered:_____ /_____ / _____ m/d/y
5. Reason for the requested extension:

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_____

_____

Please provide

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

2. Date the paper is/was due: _____/_____/_____ m/d/y

3. Date of the request for deferral: _____ /_____ /_____ m/d/y

4. Date paper will be delivered: _____/_____ /_____ m/d/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.

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Request for a Case Study Extension

To Faculty (Name):	
From:	
Telephone:	
Email:	

Date: _____ /_____ /_____ m/d/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: _____ /_____ /_____ m/d/y
3. Date accepted Case Study is due:_____ /_____ /_____ m/d/y
4. Date pf the request for extension: _____ /_____ /_____ m/d/y
5. Date paper will be delivered:_____ /_____ /_____ m/d/y
6. Reason for the requested extension:
   _____
   _____

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

Acceptance of Extension/Deferral Y ☐ N ☐

Faculty Member:_____

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

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Application for Submission of Paper

TO:_____

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

From:	
Telephone:	
Email:	

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

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.

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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 catalyst 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: _____ Signature: _____

Please print

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

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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:_____ Signature: _____

Please print

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

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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: _____ Signature: _____

Please print

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

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Registration of Client with Supervisior

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
Emergency Contact Name:	
Relationship:	Telephone:

Upon completion of this therapy, please note:
Total hours of Therapy_____ Hours of Supervision_____

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Registration of Client with Registrar's Office

Therapist-in-Training

Name:

Cell Phone:

Email:

Source of Referral:

Faculty Interviewer (if applicable):

Supervisor:

Name: Telephone:

Client:

Name:

Street Address: City:

Province: Postal Code:

Telephone: Email (optional):

Date of Birth: Gender:

Profession: Date of first session:

Relevant health issues discussed ☐

- All case notes will be on file and available for supervisor review ☐

Emergency Contact:

Name: Relationship:

Telephone:

Upon completion of therapy:

Total hours of therapy:

Total hours of supervision:

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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 _____.

Name: _____ Signature: _____

Please print

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

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Record of Session and Supervision Dates

Client (**initials only**): _____

Supervisor:_____

Therapist in training (Diploma Candidate):_____

Session Date m/d/y	Number of Hours	Supervision Date m/d/y	Supervisor	Number of Hours

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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.

Name: _____ Signature: _____

Please print

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