

CTP TRAINING PROGRAM

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**The CTP offers in Canada
a full program
for training psychodynamic therapists**

ADMISSION TO CTP

The CTP faculty is available to applicants to assist in determining whether the CTP is for them the appropriate environment in which to pursue the study of the art of psychotherapy. This decision involves cooperation between the applicant and the faculty over a period of time. The faculty hopes that the cooperation thus begun will develop and mature during the candidate's course of study.

Ordinarily the application process begins with a careful reading of the CTP brochure, which can be downloaded at: www.ctp.net. For those without Internet access, a printed copy can be obtained by calling The Centre reception desk at 416-964-7919.

Any questions arising from the brochure can then be discussed with a faculty member by calling the above number.

At this time--or later if the applicant prefers--the faculty member and the applicant will meet for an initial interview.

Admission Requirements for Students in the Program

Individual Therapy Requirements

Applicants must have participated in at least eighty individual psychodynamic therapy sessions, of which forty were with the same therapist.

In addition to these eighty hours of therapy, all candidates will be in an ongoing, individual psychodynamic psychotherapy throughout their course of study. The CTP program is based on this assumption: that all students are engaged in a lengthy and consistent therapeutic process. Such an extended process is at the core of any training for psychotherapy. Without the self-knowledge acquired in this process, students will be unable to absorb the material studied during the Foundation and Clinical phases and to practise the quality of psychotherapy that the faculty expects from candidates in the Supervision phase of the program.

Autobiography

The applicant will submit to the Registrar an autobiography of approximately ten typewritten pages focussing on two questions: Who am I? How did I become who I am? To this autobiography should be added a brief statement of why the applicant is considering becoming a psychotherapist.

With the autobiography, the applicant will include a detailed list of the therapy or therapies in which he/she has participated. This list will give the name(s) of the therapist(s), the approximate number of individual sessions, and the period of time over which those sessions took place. If group therapy sessions have been a part of the applicant's therapy process, they will be listed in the same manner as individual therapies but designated as group sessions.

The autobiography should be submitted to the Registrar, from early spring to May 31st.

References

The applicant will provide two written references from people who can attest to the suitability of the applicant for a training in psychotherapy and for the responsibilities of working as a psychotherapist. The references are to be mailed to the Registrar by the writers of the references before May 15.

Interviews with Faculty

After an autobiography has been received and read, the applicant will be invited to a series of three interviews, each with a different faculty member. The goal is for the applicant and the faculty to determine mutually whether the CTP is the appropriate training program for the applicant. Because students are involved in the CTP over an extended period, applicants must have the opportunity to explore the program and assure themselves that it offers what they are seeking. These interviews are opportunities for frank questions from, and honest answers by, both applicants and faculty.

Applicants are reminded that meeting academic standards does not guarantee progression through the program, which would be the case in a university, where academic success is the primary consideration. As a student moves through the CTP program, the faculty makes a series of judgments, in dialogue with the student, of his/her aptitude and readiness for working as a psychotherapist. In this respect the whole Foundation phase constitutes an extended preparation and probation for entry to the Clinical phase.

Application Fee

The charge for the application process for candidacy is \$300. A cheque for that amount should accompany the autobiography.

When to Apply

Autobiographies are accepted by the Registrar after January 1 of each year for the class beginning the following September. Because the size of an incoming class is limited, prospective students will want to begin the application process early in the calendar year. The outcome of the application process is announced by email in early June.

Guest in the Program

A person who has the requisite 80 hours of individual psychotherapy may apply, by interview with one faculty member, to be a guest in the program. They can then attend the Foundation Lectures and the "What is psychotherapy?" day.

FOUNDATION PHASE

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

Foundation Lectures

Purpose

The CTP program emphasizes the psychoanalytic tradition. To provide a foundation for the study of that tradition the Lecture Series focuses on many of the major theoreticians of the last two hundred years. The aim is to familiarize students with the basic conceptual frameworks within which most psychodynamic psychotherapy is practised today. Because the material to be covered is extensive, lectures are organized to take place over a two-year period. For students entering the program during the second year of the cycle, an introductory lecture recapitulates the themes of the initial year.

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

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

Requirements

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

Students attending the Lecture Series are required to complete two assignments each year, either a paper 2000-2500 words in length, typewritten, or an oral examination. There is a mandatory group oral examination on Freud in the first term of either the first or second year. The minimum for a group oral examination is two students. Students may do only one oral per year.

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

Extensions are discouraged. Those students requesting them must do so on a form available from the Registrar. Their requests will then be reviewed by the appropriate lecturer. Regardless of a granted extension, students' papers must be submitted to, approved and passed by a faculty member by July 31 at the latest in order to be accepted into any courses in the Clinical phase of the program.

Lecture Seminars

Purpose

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

Form and Attendance

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

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

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

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

Academic Certificate

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

Psychotherapy Training Groups

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

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

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

Individual Advisor

In the Foundation phase each student will have an Individual Advisor appointed by the faculty. The student is free to choose an alternate faculty member.

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

Twice a year during the Foundation phase, Advisor and student will meet to consider the student's progress in the program.

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

CLINICAL PHASE -- Candidates

Upon acceptance into the Clinical phase the student is considered to be a candidate.

In the Clinical phase students concentrate on learning about the nature of clinical work. This phase is tailored to individual differences among students. For that reason, no time limit is set for the completion of the Clinical phase.

Admission to Clinical Phase and Pre-Supervision Seminar

Admission to the Clinical phase and the Pre-Supervision seminar is based upon completion of the Foundation phase as well as the vote of the faculty. Students seeking admission should do so in writing by April 15 to the Registrar, who will bring the request to the faculty. Guidelines for drafting the submission to the faculty are made available by the Assistant Registrar.

The consideration given to entering the Clinical phase is an important process in the CTP program. At the regular meeting with his/her Individual Advisor, the student's preparation for the Clinical phase and the Pre-Supervision seminar is usually discussed.

By applying for the Clinical phase and for entry to the Pre-Supervision seminar the student signals his/her intention to prepare practically to work as a psychotherapist. The permission of the faculty signals its judgment that the student shows an aptitude for this work and will likely be ready to begin in a year or two. Why might the faculty refuse permission at this stage? Examples might be:

- the student has an inadequate grasp of the theory;
- there has been insufficient or inappropriate participation in the Lecture Seminars;
- the student evinces underdeveloped attunement to others
- the student manifests withdrawal in the presence of strong emotion;
- additional therapeutic work is needed before proceeding to the Clinical phase.

Entry to the Clinical phase and the Pre-Supervision seminar does not guarantee advancement to actual work under Supervision. For that, there must be another application by the student and a judgment of the faculty that the student is now ready to begin the practice of psychotherapy.

After the faculty has considered the requests for admission to the Clinical phase, its decision is shared with each applicant in a meeting with a faculty member. When accepted, the student may go on to discuss his/her general plan for the Clinical phase including:

- the choice of Concentrations;
- the selection of a Primary Supervisor;
- the timing of Clinical Phase Seminars and Special Topic Seminars.

Guest in the Clinical Phase

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

Pre-Supervision seminar

Students wishing to enter the Pre-Supervision seminar must have completed all the requirements of the Foundation phase and must have formally applied to the faculty.

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

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

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

Issues relating to readiness for Supervision are talked about. Because Pre-Supervision is a seminar and not a psychotherapy group, discussions are conducted on an objective basis.

Concentrations

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

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

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

The Concentration seminars meet for thirty hours over two semesters. The length and the frequency of meetings can be arranged by the seminar leader and the participants.

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

Candidates are required to participate in two Concentrations on separate subjects. A student who chooses to continue a Concentration over two years will still be required to participate in a second Concentration.

Psychotherapy Under Supervision – Clinical Candidates

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

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

Applications

Applications for admission will be accepted only from students who have completed the Pre-Supervision seminar year or are presently in the second half of their Pre-Supervision seminar year. The Pre-Supervision seminar year comprises the Pre-Supervision seminar, a third year of Group, and a Concentration. Guidelines for drafting the submission to the faculty are made available by the Assistant Registrar. April 25 is the latest date for submitting an application.

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

The application will be read with care by every member of the faculty and discussed in a faculty meeting in conjunction with a review of the student's participation in the CTP program. The faculty looks for signs that the student is developing the personal and professional qualities expected of CTP candidates who work with clients under supervision. The faculty considers the actual aptitude and readiness of the student for working as a therapist, the student's level of commitment, the stability of his/her life situation and the adequacy of his/her personal therapy. The completion of the Pre-Supervision year is not in itself sufficient reason for admission to Supervision. Why might the faculty refuse permission at this stage? Examples might be:

- there is serious doubt about the student's aptitude or readiness for psychodynamic work;
- the student's life situation is in too much turmoil to begin working;
- additional personal therapeutic work is needed before beginning to work;
- the student is not fully enough committed to the work;
- the student evinces excessive fear of self-exposure and criticism, raising doubts about the possibility of a fruitful relationship with supervisors.

Applications will be considered by the faculty in the closing weeks of the academic year, so that the student's participation throughout the year can be reviewed. This will also allow for the student's placement in a Supervision Seminar immediately after the summer break.

Primary Supervisor

In the course of preparing a request for admission to Supervision, the student is urged to give serious consideration to the choice of a Primary Supervisor. Ordinarily this will be a faculty member with whom the student feels both personal and professional affinities and who, in the student's opinion, will be best able to help him/her to develop as a psychotherapist.

Apart from the personal psychotherapist, probably no one else will have such an influence on the way the student will work in the early years of formation as a psychotherapist.

By approaching the chosen faculty member in the early spring, the student will increase the possibility of an affirmative reply to his/her request.

The Primary Supervisor will ordinarily supervise the student's first client and will remain involved with the student's supervision work. An important function of the Primary Supervisor is to help the student decide when and at what rate to take on clients, so as to avoid being overwhelmed by too many clients too soon.

Upon arranging for primary supervision, the student may refer to himself/herself as a Therapist in Supervision.

Other Supervisors

In addition to working with a Primary Supervisor, the student is encouraged to receive individual supervision from two other faculty members and may request individual supervision from his/her Supervision Seminar leader.

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

Supervision Seminars

The Supervision Seminars are conducted by CTP faculty. The seminars initiate students into the practice of peer supervision from the outset of their work with clients.

A Therapist in Supervision will participate in at least two years of a Supervision Seminar, for a total of 120 hours.

It is the responsibility of each Therapist in Supervision to maintain dialogue with the Primary Supervisor, with the Supervision Seminar leader(s), and with individual supervisors about the amount of supervision required for working effectively and for developing as a psychotherapist.

Notes and Records

Therapists in Supervision will keep careful notes of each session with clients. They will also record the dates of each session and of each supervision hour. A form is available for this record keeping.

Therapists in Supervision will fill out a registration form for each client. A copy will be given to the Assistant Registrar and the Primary Supervisor as well as to the Supervisor, when they are not the same.

Each May of the years in supervision, except the graduation year, the Therapist in Supervision will write an evaluation of his/her development as a psychotherapist over the preceding year. A list of the clients who are being seen or who have been seen, with the number of session hours and supervision hours for that period, will also be included. The Therapist in Supervision will discuss the self-evaluation with his/her Primary Supervisor. This is a valuable opportunity to consider the work going on in therapy and the supervision. It provides an occasion when all aspects of the student's progress in supervision can be discussed.

The Therapist in Supervision will give copies of his/her self evaluation to the Primary Supervisor and to the Registrar.

Client Referrals and Interviews

A Therapist in Supervision is responsible for acquiring his/her clients for supervision. Faculty and other students will assist as they are able.

A Therapist in Supervision should inform the prospective client that he/she works under supervision and that a first step is therefore a client interview with the Supervisor. The Therapist in Supervision leaves it to the client to arrange his/her own interview and only in unusual circumstances mediates between the client and the interviewer. The Therapist in Supervision will advise his/her Supervisor to expect such a call.

The purpose of this interview is to ensure that the person requesting therapy with a Therapist in Supervision understands clearly the nature of the psychotherapy practised and is a suitable candidate for it. The interview also provides the Supervisor with an opportunity to assess whether the client would be likely to work well with the Therapist in Supervision. Occasionally the Supervisor may advise another referral for the client. The Supervisor makes every effort to ensure that the client's interests are best served and that the Therapist in Supervision is clear about the reasons for the decision.

Sometimes faculty members are approached directly by clients wishing to work with Therapists in Supervision. Interviews are arranged as soon as possible. The faculty interviewer assesses which Therapist in Supervision would work well with the client. If the proposed arrangement is possible for both parties, the client is given the name and telephone number of the Therapist in Supervision and advised to call to arrange a first meeting. The faculty interviewer may or may not be the Supervisor.

It may happen that a client finds the Therapist in Supervision not suitable. The client is encouraged to contact the faculty interviewer to arrange another referral.

The fee for the interview is usually \$25. A fee of \$40 is suggested for supervised therapy sessions, though a higher or lower fee may be more appropriate. This should be discussed with the Supervisor.

Supervision Requirements

A Therapist in Supervision will present for supervision at least five clients, whose hours in supervised therapy will total a minimum of 300 hours. One therapy will exceed 100 hours, another will equal about 80 hours, and the other three will total a minimum of 120 hours.

Case Histories

The Therapist in Supervision will prepare two case histories. One of these will centre on a therapy in progress for at least 100 hours. The other will be a briefer study of a second client. There is no requisite format or length for the case histories. These are left to the student in consultation with his/her Supervisor. Each case history is to be presented to the Supervisor with whom the work was discussed.

The preparation of the case history is a demanding and rewarding process. Sufficient time must be allowed for the presentation of drafts to the Supervisor and for revisions. Also, the major case history must be read by a second faculty member. Students are advised that the process should be under way at the beginning of the year in which they wish to graduate.

Clinical Phase Seminars

Students are required to participate in three Clinical Phase seminars. (They are not to be confused with Concentrations). Of these, two are mandatory, namely, the Dream Seminar and the History of Ideas in Psychotherapy Seminar.

Each year various other Clinical Phase Seminars are offered. Some of these are experiential, for example, the Dream Seminar and Authentic Movement. Or they may focus on a clinical issue, such as dissociation, and/or a particular theoretical perspective.

The number and the length of seminar meetings vary. Seminars meet for a total of thirty hours.

Dream Seminar

The Dream Seminar meets for two hours each week for fifteen weeks. The work of the seminar is experiential rather than theoretical and centres on the dreams of the participants.

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 focussed on the dreamer. To facilitate such an atmosphere, some form of relaxation may be used.

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

The seminar should include only about six members, so that each member can bring in at least two dreams in the course of the fifteen weeks.

This is a required seminar for all Clinical Phase students.

History of Ideas in Psychotherapy

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

A required course, History of Ideas 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 authentic appropriation and the use of theory in their practice.

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 the faculty.

Students wishing to graduate should study carefully the minimum requirements to apply for the CTP diploma described on pages 19-20 of this manual.

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.

Application forms will be emailed to all Therapists in Supervision in October and are also available at the Centre reception desk. Students' request to graduate should be submitted by November 15 to the Registrar who will bring them to a meeting of the faculty.

MINIMUM REQUIREMENTS TO APPLY FOR THE C.T.P. DIPLOMA

A minimum of eighty hours of individual psychodynamic therapy is required before beginning the program, and ongoing individual psychodynamic therapy throughout the program.

Foundation Phase

Lectures I	85 hours
Lectures II	85 hours
Seminars I	30 hours
Seminars II	30 hours
Three Papers	2000 - 2500 words each
Oral Examination in Freud	May be taken in either year
Psychotherapy Training Group I	110 hours
Psychotherapy Training Group II	110 hours

Students may arrange with the faculty lecturer to substitute a group oral examination for one of the papers.

Clinical Phase

Psychotherapy Training Group III	110 hours
Psychotherapy Training Group IV	110 hours
Pre-Supervision Seminar	60 hours
Two Concentrations (30 hours each):	60 hours
Three Clinical Phase Seminars (30 hours each):	90 hours
-Dream Seminar	
-History of Ideas in Psychotherapy	
-Elective Seminar	
Two Years of Supervision Seminar	120 hours
Individual Supervision	80 hours with at least two supervisors
Special Topics:	
DSM IV R	6 hours
PDM	6 hours
Child Abuse	6 hours
Trauma	6 hours

Admission to the Clinical phase and the Pre-Supervision seminar requires the satisfactory completion of all Foundation phase courses and the vote of the faculty. April 15 is the latest date for application.

Admission to Supervision requires the satisfactory completion of all Foundation phase courses plus the satisfactory completion of the Pre-Supervision seminar, one Concentration, and the Clinical Phase Psychotherapy Training Group, as well as the vote of the faculty. April 25 is the latest date for submitting an application.

In the course of preparing an application for admission to Supervision, the student approaches a potential Primary Supervisor, the faculty member who, in the student's opinion, will be best able to help him/her to develop as a psychotherapist. In addition to working with a Primary Supervisor, the student is encouraged to receive supervision from two other faculty members, one of whom may be his/her Supervision Seminar leader. A minimum of eighty hours of individual supervision is required for graduation.

A Therapist in Supervision will present for supervision at least five clients, whose hours in supervised therapy will total a minimum of 300 hours. One therapy will exceed 100 hours, another will be about 80 hours, and the other three will total a minimum of 120 hours.

The Therapist in Supervision will prepare two case histories. One of these will centre on a therapy in progress for at least 100 hours. The other will be a briefer study of a second client. Each case history is to be presented to the Supervisor with whom the work was discussed. The major case history must also be read by a second faculty member.

The granting of the CTP Diploma acknowledges satisfactory completion of all required Foundation phase and Clinical phase courses and groups and supervised therapy. It requires as well the approval of the faculty. In the process of evaluation, emphasis is placed on dialogue between faculty and student, but the faculty reserves to itself the decision to grant the Diploma.