



General Overview of the CTP Program and Faculty

The CTP program, which aims to prepare students for the practice of psychodynamic psychotherapy, is based upon three essential elements of training:

- personal psychotherapy
- academic studies, and
- experiential learning

PERSONAL PSYCHOTHERAPY

A therapist's ability to work effectively with both the client's and his/her own unconscious processes rests upon a thorough personal psychotherapy. For this reason, prior and ongoing individual therapy are program requirements.

No student's personal therapist participates in any faculty evaluation.

ACADEMIC STUDIES

A solid background in psychotherapeutic theory is also essential to an effective practice. CTP addresses this need through in-depth lectures, seminars and reading concentrations.

EXPERIENTIAL LEARNING

In conjunction with the experience of ongoing personal therapy, the student directly encounters the many facets of the psychotherapeutic process through training psychotherapy groups, practicum seminars, and extensive individual and group case supervision. The experiential components are sequenced so that the student gradually advances towards working with clients in the later stages of training.



The Program

The program occurs in two distinct phases, **Foundation** and **Formation**. Inherent in these phases is personal enrichment and development. Combined with academic studies, this personal growth will guide the student's decision to become a psychotherapist and the faculty's appraisal of the student's readiness to proceed through each successive aspect of the program.

Foundation Phase

The Foundation Phase consists of lectures, seminars and a training psychotherapy group; this phase can be completed in a minimum of two years. The lectures and seminars concentrate on theory, while the training group provides the student with a direct personal experience of the psychotherapeutic process.

ACADEMIC COURSES

Lectures: The Lecture Series is a two-year cycle. Lectures are presented one evening per week from September to May, and in three full-day sessions each year.

The lecturers explore a range of authors, including Sigmund Freud, Pierre Janet, Carl Jung, Sandor Ferenczi, Melanie Klein, Karen Horney, Heinz Hartmann, D.W. Winnicott, Harry Guntrip, John Bowlby, Harry Stack Sullivan, Margaret Mahler, Martin Heidegger, Harold Searles, Otto Kernberg, Daniel Stern, Allen Schore, Heinz Kohut, Robert Stolorow, Stephen Mitchell and Jessica Benjamin.

Students attending the Lecture Series write two term papers each year.

In the full-day sessions, specific themes such as adolescence, sexual abuse and "What is psychotherapy?" are explored.

Lecture Seminars: Students meet regularly in assigned groups with a faculty member or graduate fellow to discuss lecture topics and related readings.

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) will be eligible for a *Certificate of Psychodynamic Studies*.

EXPERIENTIAL LEARNING

Foundation Training Psychotherapy Group: The Foundation training group provides an opportunity for students to work directly with unconscious dynamics and to integrate theoretical material with personal psychotherapeutic experience. The group meets weekly for thirty-four evenings, plus two full and two half weekends. Two years' participation is required.



Formation Phase

In the Formation Phase students explore 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 Formation Phase, although a three-year minimum is required.

Students applying for entrance into the Formation Phase must have successfully completed all the requirements of the Foundation Phase.

Acceptance into the Formation Phase is determined by the CTP faculty after a thorough review of the student's work in the Foundation Phase. Academic competence and participation in the training psychotherapy group are not by themselves enough to qualify for progression to the Formation Phase. The faculty must also judge that the student possesses aptitude for the work of psychotherapy and is likely to be ready to begin to work under supervision in a year or two. No student's personal therapist participates in any faculty evaluation.

The Formation Phase has two elements: general training and the beginning practice of psychotherapy under supervision.

GENERAL TRAINING

Groups, seminars and reading courses are designed to familiarize the student with psychotherapeutic practice. The Practicum Year comprises a Practicum, a third year of training group and a concentration seminar.

Formation Training Psychotherapy Group: Students are required to continue for a third and fourth year in a training group. The groups meet weekly for thirty-four weeks, plus two full and two half weekends. The faculty may require additional group work to support the student's personal and professional development.

The Practicum: This seminar is designed to initiate the student into the practicalities of psychotherapy work. It meets weekly for thirty-two weeks.

Concentrations: Students are required to complete two full-year concentrations. In each the student chooses to read and discuss in depth an author or topic presented in the Foundation Phase. Students reading the same material meet in a seminar group under the direction of a faculty member who is versed in that particular author. Concentrations are designed to help students achieve a level of competence in their chosen ways of working as psychotherapists.

Formation Seminars: Students are required to participate in three Formation Seminars: a seminar on the history of ideas in psychotherapy, a dream seminar, and one other, which may include authentic movement, meditation, naturally altered states of consciousness or somatic aspects of psychotherapy.

A full-day seminar on the use of *The Diagnostic and Statistical Manual* is also required.



PSYCHOTHERAPY UNDER SUPERVISION

In this culminating part of the Formation Phase, the student begins to work with clients under supervision. Because of the seriousness with which the faculty regards this work, admission to supervision must be decided on the basis of a renewed faculty judgment of the aptitude and actual readiness of the student. Successful completion of previous courses, seminars and groups does not guarantee acceptance.

Prerequisites and Acceptance: The student who applies to begin working under supervision [1] must be a Formation student who has completed or is completing the Practicum Year, and [2] must, in the judgment of the CTP faculty, be sufficiently experienced and mature to undertake supervised work.

Students apply in writing to the Registrar. The decision to accept a student or not is made by the CTP faculty.

Structure of the Supervised Psychotherapy Program: The student will be required to complete a total of 300 hours of supervised psychotherapy work with at least five clients and to participate in a minimum of eighty hours of individual supervision and at least two years of Supervision Seminar. The remaining structure of each student's program for supervision will be worked out in consultation with faculty supervisors.

CTP Entrance Requirements

Diploma Students: Candidates for entrance into the full CTP program must have had a minimum of eighty hours of individual psychotherapy, and at least forty hours with the same psychotherapist. Application should be made to the Registrar, who will conduct an initial interview, after which a written application, accompanied by an autobiography and personal references, may be submitted. Applicants will then be interviewed by three members of the CTP faculty. The faculty determines acceptance into the program.

Auditors: Those wishing to attend only lectures or seminars may apply to the Registrar. Special circumstances may warrant the participation of an auditor in a training psychotherapy group.

CTP Diploma

The Diploma of the Centre for Training in Psychotherapy signifies that a student has satisfactorily completed the Foundation and Formation Phases. Required for the diploma are

- Ongoing personal therapy throughout the program.
- Completion of all lecture courses and seminars of the Foundation Phase.
- Completion of at least four years of Training Psychotherapy Group.
- One year of the Practicum.
- Two years of Concentrations.
- One semester of the Seminar on the History of Ideas in Psychotherapy.
- One semester of the Dream Seminar.
- One additional Formation Seminar.



- Two years of Supervision Seminar.
- Completion of satisfactory supervised case work with at least five clients.
- Approval for the diploma by the CTP faculty.

These requirements can be met in a minimum of five years.

Advanced Training Programs

Seminars for clinicians practicing psychotherapy or related arts are being offered in

- Ideomotor responses
- Trance states in psychotherapy
- Authentic movement.

Seminars in other areas of psychotherapeutic practice may be arranged if a sufficient number of practitioners so request and a faculty member is available.

Fees

Fees: Fees paid to the CTP are tax deductible under Canadian tax rules. The current fee schedule may be obtained by writing to the Registrar.

Location: The Centre for Training in Psychotherapy is located at 316 Dupont Street, half a block west of the Dupont TTC subway stop, and on the TTC bus line. Meter parking is available for cars.

For further information, visit us at www.ctp.net or email us at inquiry@ctp.net

You may also write or call:

The Registrar, Centre for Training in Psychotherapy
316 Dupont Street, Toronto, Ontario M5R 1V9
Telephone: (416) 964-7919 Fax: (416) 964-6941



CTP Faculty

Anna Binswanger-Healy, H.P., moved in 1984 from Switzerland, where she graduated in Special Education and worked at the University Out-Patient Clinic for Child Psychiatry in Zurich. She has a diploma in Daseinsanalysis (Daseinsanalytisches Institut für Psychotherapie und Psychosomatik, Zurich) and has experience and training in biodynamic body psychotherapy (Boyesen Centre, London, England), psychodrama, and therapy with children, adults, couples, families and groups. Rediscovering our human embodiment has been a focus throughout her studies and explorations and has led to the inclusion of authentic movement in the CTP curriculum. She is the mother of two adult daughters, and a grandmother.

Gayle Burns, M.Sc.N., C.T.P. Dip., studied at the University of Manitoba, the University of Toronto and the Centre for Training in Psychotherapy. She has a broad background in community health and held a tenured position at the University of Toronto. Her work is informed by an appreciation of the individual living in a context of gender, age, race, culture and history, in conjunction with the intrapsychic. In the dialogue of psychotherapy she entertains the multiple theoretical contributions within ego psychology, the British object relations group and the relational-conflict perspective proposed by Stephen Mitchell. Currently, her Toronto practice includes individual and group psychotherapy.

Adam Crabtree, Ph.D., studied at St. John's University in Minnesota, at the University of Toronto, with Medicina Alternativa, and with Open International University, Colombo. He has been in private psychotherapy practice for more than thirty years. His professional and academic specialties include dissociative disorders and dissociative phenomena, the history of hypnotism, and the history of psychotherapy. His study of multiple personality and the possession syndrome, *Multiple Man*, appeared in 1985. Since then he has published an annotated bibliography titled *Animal Magnetism, Early Hypnotism, and Psychical Research* (Kraus, 1988), journal articles on dissociation, and book chapters on the history of hypnotism and psychotherapy. His most recent books are *From Mesmer to Freud* (Yale University Press, 1993), an examination of the evolution of the alternate consciousness paradigm in psychotherapy, and *Trance Zero* (Somerville House Books, 1997), on trance in everyday life.

Peter Dales, B.A., studied at the University of Toronto and taught high school for seven years. Since 1972 he has practiced psychotherapy full-time, with a special interest in group therapy.

James Healy, M.A., Dipl. Cand., C.G. Jung Institute, Zurich, studied at Yale University (where he was later chaplain from 1960 to 1967), at Catholic University of America, and at St. Michael's College in the University of Toronto. He began a psychotherapy practice in 1969. After training with Alexander Lowen and John Pierrakos, he broadened his Freudian approach to include Reichian bodywork. From 1979 to 1981 he pursued further training in Reichian work at the Boyesen Centre in London, England. From 1982 through 1984 he studied at the Jung Institute in Switzerland. He has conducted ongoing training groups in Canada, England, Germany, Austria and Switzerland.



Cathleen Hoskins, M.A., M.Phil. (Can.), C.T.P. Dip., studied at Bryn Mawr College, the University of London, Yale University and the Centre for Training in Psychotherapy. Her work draws upon the thinking of Martin Heidegger and the practice of Daseinsanalysis, with important influence from Winnicott, Merleau-Ponty, Cixous and Irigaray. She is part of a group of colleagues engaged in an exploration of authentic movement and its implications for psychotherapy. She is married and a mother.

Ken Ludlow, M.A., M.Ed., studied at Wilfrid Laurier University, the University of Toronto and the Centre for Training in Psychotherapy. He has been a college teacher since 1978, and since 1986 has had a private psychotherapy practice in Toronto, where he lives with his wife and daughter.

Sharon MacIsaac-McKenna, Ph.D., studied at the University of Saskatchewan and St. Michael's College in the University of Toronto. Her doctoral dissertation was published as *Freud and Original Sin* (Paulist Press, 1974). Since 1971 she has taught psychology and psychology of religion in universities and community colleges, has become a mother, and has trained and practiced as a psychotherapist. At present, she practices and teaches in Toronto and Caledon East.

Philip McKenna, Ph.D., was born in Melbourne, Australia, and studied at the Australian National University (B.A.), The Dominican House of Studies (S.T.L.), and the University of Toronto (Ph.D.). He has worked as a priest, as a lecturer in philosophy and interdisciplinary studies, and since 1970, as a psychotherapist and teacher.

Joel Whitton, M.D., Ph.D., F.R.C.P. (c.), is a psychiatrist in private practice in Toronto. He holds his degrees from the University of Toronto, where he was an assistant professor of psychiatry. He is interested in the neurophysiology of brain function, the theology of human experience, and anomalous perception. He has published extensively in neurophysiology. His book *Life Between Life* (Doubleday) appeared in 1986.