



ONTARIO PSYCHOTHERAPY AND COUNSELLING COLLEGE

2025 PROSPECTIVE STUDENT GUIDE **PSYCHOTHERAPY & COUNSELLING TRAINING COLLEGE**

An Officially Recognized Training and Educational Program
by the College of Registered Psychotherapists of Ontario



www.opccollege.ca



WELCOME

Dear Prospective Student,

Welcome to OPC College, a place where your passion for helping others can flourish and grow. I am thrilled that you are considering joining our esteemed community, especially our distinguished Psychodynamic Psychotherapy program.

At OPC College, we believe in the power of education to transform lives and communities. Our Psychodynamic Psychotherapy program is designed to equip you with the knowledge, skills, and hands-on experience necessary to excel in the field of mental health. By understanding the complexities of the human mind, you will be prepared to make a profound difference in the lives of those you serve.

Our faculty consists of experienced practitioners and scholars who are dedicated to mentoring and guiding you through your educational journey. They bring a wealth of real-world experience and a passion for teaching that will inspire and challenge you. We are proud of our holistic approach to education, which includes a rigorous academic curriculum, practical training, and a supportive learning environment. Our state-of-the-art learning platforms and resources are designed to enhance your learning experience and ensure you are well-prepared for your career in psychodynamic psychotherapy.

As you explore the prospective student guide, you will find detailed information about our program, faculty, and the unique opportunities that await you at OPC College. We are committed to helping you achieve your professional and personal goals, and we look forward to supporting you every step of the way.

Thank you for considering OPC College as the next step in your educational journey. Together, we can make a difference in the field of mental health and in the lives of countless individuals.

Warm regards,
Amy McGrath, RP
CEO, OPC College

ABOUT OUR 5 YEAR PSYCHOTHERAPY TRAINING PROGRAM



This is a challenging and yet most rewarding journey that you are considering. Our program is considered part-time based on in-class hours. The studies are offered in a flexible format that typically extends over a five-year period. This approach makes it possible to study and still attend to work and relational demands.

OPC incorporates policies, principles, processes, outcomes and curriculum dedicated to train entry to practice psychotherapists and is committed to continuously improve its offerings. It was established with a vision of excellence and with the right ingredients to prepare safe, professional and ethical psychotherapists before the College registration process was established. OPC will continue to align with the standards, competencies and requirements of registration and help shape the future of the profession of psychotherapy.



ADMISSION REQUIREMENTS

OPC holds a flexible framework for the review of individual admission requirements, as each person who inquires about the OPC Training Program brings their own prior knowledge, gifts, talents, education and life experience and these are considered for admission purposes.

Criteria for Admission: An Undergraduate Degree or Equivalency as determined by OPC's Prior Learning Assessment Review. A Background in Human Sciences such as: studies in sociology, psychology, human relations or social work; volunteer work in the helping professions; or counseling experience in the mental health or human services fields.

OPC is committed to admitting applicants who demonstrate their ability to be successful in all aspects of this program of study. Those who have completed a post-secondary degree have been found to be better prepared to meet the requirements of study, reading, writing and critical thinking. In exceptional cases only, students without degrees may be admitted. In these cases, all prior learning is taken into account (relevant college diplomas, partial degrees, foreign equivalency studies, evidence of many related certificates, post-secondary learning and clinical practice experiences).

Required Documents:

Transcript from the highest degree earned from a post-secondary institution. An undergraduate degree is required as a prerequisite to our program.

Three Letters of Reference - Form is available on website to be sent to your chosen referees

Résumé: the online application requires you to identify any work/volunteer experience that provided a background in the field of therapy/counseling or related work.

Statement of Intent: Describe your background and learning interests related to the program. Highlight your assets and strengths. Provide examples for interest and a deeper understanding of who you are and what you would bring to the program.

Autobiography: Demonstrates psychological mindedness (PM) defined as interest and ability to be in touch with and reflect on one's psychological states and processes. In this definition, PM's affective dimension— being in touch and reflecting in a nonanalytic way—is considered more fundamental than the intellectual, analytic aspect of reflection, although also important. In other words, it's a person's ability to see relationships among thoughts, feelings, and actions, with the goal of learning the meanings and causes of her/his experience and behavior.

Personal Interview: An interview date and time may be arranged if required. Interviews are usually in person with a faculty member but may be done by phone or video conference in certain cases when necessary.

English Proficiency: Students must be able to communicate effectively in English to study at OPC.



43B Madison Ave.



TARTU events centre



OUR MISSION

To educate students in the theory and practice of psychotherapy through an integrated academic, relational and experiential program of study within a community of learners. To graduate entry to practice psychotherapists who have the knowledge, skills, competencies, ethics, techniques, self-awareness and experience to provide safe and therapeutic psychotherapy to clients.

OUR FACILITIES

OPCC campus located at 43B Madison Avenue in Toronto, Ontario with group rooms, student practicum offices, a library, offices for faculty, administration and several graduates practicing psychotherapy. Weekend academic meetings for the entire student body and interprofessional workshops are held at the TARTU events centre at 310 Bloor St W (corner of Madison and Bloor St.)



OUR LEARNING APPROACHES AND METHODS

OPCC ascribes to a holistic philosophy of learning that includes a variety of methods to address the cognitive, affective and behavioural domains of learning and different learning styles. It includes adult learning theory in its teaching and learning principles, practices and methods.

The Specific Learning Methods Used in the OPC College Program are:

- Academic course studies and residential weekends
- Bi-weekly facilitated experiential learning groups
- Graded Homework assignments and web-based academic reflections and exchanges
- Independent reading, self-directed learning and group independent project assignments
- Required and Special Topics lectures and workshops
- Supervised clinical practicum
- Culminating Concentration Study thesis or project
- Ongoing individual personal therapy



EDUCATIONAL OUTCOMES

A Diploma in Psychotherapy from OPCC is awarded to those who successfully complete all requirements of the program. The diploma student must complete the foundational curriculum before entering the clinical practicum and Concentration Study.

After graduation the student is able to apply to register with the College of Registered Psychotherapists of Ontario (CRPO). Once registered with the College, the designation will be either, Registered Psychotherapist (Qualifying) or Registered Psychotherapist (RP).

Our program is an officially recognized educational and training program by the CRPO.

THEORY AND APPROACH: PSYCHODYNAMIC PSYCHOTHERAPY

Psychodynamic refers to both a theory and an approach to therapy. The theory suggests that all behaviour and feelings are powerfully affected by unconscious motives. Our behaviour and feelings as adults are rooted in childhood experiences that have shaped the unconscious. The collective of psychodynamic theories from Freud (1900), Adler (1927), Jung (1964) and Erikson (1984) and many others up to the present include the cluster of theories used to explain our origins of personality that are deeply rooted in childhood experiences and the unconscious

Psychodynamic theory sees human functioning as based on the interaction between forces from within and relational dynamics. It does not just focus on behaviour, but on what is “inside the head and between people, relationally.” Approaches to psychodynamic therapy help individuals to understand what is happening in their head, their unconscious and in their relationships that have influenced their personality and behaviours. Such understanding and awareness can empower the individual through new awareness and an increased conscious understanding of their feelings and actions.



FREQUENTLY ASKED QUESTIONS:

1. Where is the program located? - Our campus is located in downtown Toronto. Our classes are offered as a hybrid of in-person and online learning.
2. Can I do the program through distance education? - Our program is offered in a hybrid format: synchronous online classes with four lecture/workshops held in person each year in years 1-3 and 2 times in years 4-5.
3. What are the deadlines for application to the OPC Program? The applications deadline is April 30th for our September enrolment.
4. What are the tuition fees for the program? OPC does not require up-front tuition. You pay for each module as it occurs through the year; however, you pay whether you attend or not. The average tuition over the five years is \$5000 per year.
5. Do I have to have an undergraduate degree to qualify for the program? - While an undergraduate degree is the prerequisite for the program, OPC is prepared to consider equivalent experiences and training that can be provided on the application.
6. For the requirement of individual therapy can I have my own therapist or does it have to be someone affiliated with OPCC? We only require that you have 20 hrs. of personal therapy per year – we do not specify who you have as a therapist.
7. What are the employment opportunities upon graduation? Private practice or work within an agency. Agencies generally prefer to hire regulated health professionals. There is a changing landscape with Psychotherapy being regulated since April 2014 that opens the possibility to working with agencies.
8. What is my designation upon graduation? You will graduate with a Diploma of Psychotherapy and will be able to apply for Registration with the College of Registered Psychotherapists of Ontario (CRPO) .



OUR 2023-24 FACULTY



AMY MCGRATH
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M.A., RP, OPC Dipl. Psych, CAPT.



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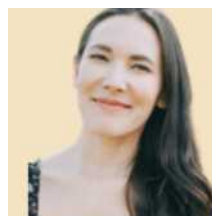
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OPC COURSE CALENDAR



There are 5 core subject areas covered over the 5 years. The 5 core areas are:

- 1) Comparative Psychotherapy Theories and Frameworks (CP),**
- 2) Human and Psychological Development Across the Lifespan (HD),**
- 3) Psychodynamic Psychotherapy Theory and Practice.**

These are all the major subject areas covered in the OPC curriculum, typically over 5 years of study through lectures, readings, assignments, skills labs, group projects, workshops, and discussions.

The development of a coherent psychodynamic psychotherapy model of practice (PP) (courses and Integrative Theory and Practice Skills Lab) IV Topics in Psychotherapy Practice (TPP I & II) (Workshops plus the Concentration Study) V Clinical Practice and Clinical Supervision (SCP)

Through the duration of the program, students are introduced to the knowledge and skills requirements, core competencies and education required to be a registered psychotherapist in Ontario through the College of Registered Psychotherapists of Ontario (CRPO).

Furthermore, students are introduced to the critical thinking, critical reading, communications, self-care, values and self-reflection required for success in the program. Each of these core subject areas are applied within the Skills and Practice Lab courses that run concurrently through the entire 5 years.

Core Subject Area I: Comparative Psychotherapy Theories and Frameworks (CP)

The purpose of this subject area is to develop an integrated knowledge and understanding of the key foundational theories, concepts, modalities, frameworks, processes, principles and practices related to comparative psychotherapy and how they relate to each other and to the practice of psychodynamic psychotherapy.

OPC COURSE CALENDAR

COMPARATIVE PSYCHOTHERAPY THEORIES AND FRAMEWORKS (CP)

The purpose of this subject area is to develop an integrated knowledge and understanding of the key foundational theories, concepts, modalities, frameworks, processes, principles and practices related to comparative psychotherapy and how they relate to each other and to the practice of psychodynamic psychotherapy.

Year 1:

CPY1: An introduction to the history of psychoanalytic thought and approaches.

This subject/course of study introduces several psychological theorists and their approaches to psychotherapy and psychoanalysis. The focus will be on the history of psychoanalytic thought. Students learn about the fundamental theories of psychoanalysis and its development over time.

Year 2

CPY2: Person- Centered, Client-Centered, Relational and Intersubjective Psychotherapy

This course provides an overview of person-centered, client-centered, relational and intersubjective approaches to psychotherapy. Contrasts and similarities between approaches will be examined.

Year 3

CPY3: Explorations in Self-Psychology

This course provides an in-depth look at Self-Psychology and its history, theory, concepts, process, and applications. Additionally, students will also compare self-psychology with other contemporary approaches in psychoanalysis.

Year 4

CPY4: Ego and Object Relations Psychology in the treatment of Borderline and Narcissistic Personality Organization.

This course will provide an in-depth examination of ego psychology/object relations and its application to working with clients using psychodynamic psychotherapy. Students will be able to develop a personal case study demonstrating understanding of the techniques and applications within the clinical office. Students will also be introduced to the psychotherapy approaches of Cognitive Behaviour Therapy (CBT) and Reality Therapy (theory, history, concepts, process, and applications).

Year 5

CPY5: Integrative and post-modern approaches to psychotherapy: building a personal professional framework of practice.

This area of study/course will introduce Integrative and Post-modern psychotherapy (social constructivism, brief therapy, narrative therapy). Self-help and group therapy approaches will be reviewed including relevant theories, concepts, skills, and applications related to these therapies.

OPC COURSE CALENDAR

HUMAN AND PSYCHOLOGICAL DEVELOPMENT ACROSS THE LIFESPAN (HD)

The purpose of this subject area is to develop and integrate a knowledge and understanding of human and psychological functioning and development across the lifespan as they relate to psychotherapy.

Year 1

HDY1: Overview of ages and stages of human development

Year one of the human development course of study provides an overview of human and psychological development across the lifespan and introduces characteristics/dimensions of development including physical, biological, cognitive, intellectual, psychological, social, emotional, behavioural, sexual, spiritual, and moral development. An overview of the theories of psychological development, the concepts, applications, and limitations of each theory will be explored. Contextual and systemic, diversity and cultural factors that facilitate or impair optimal human development across the lifespan are introduced. Implications of the life stages to the psychotherapeutic process are examined.

Year 2

HDY2: Infant and child development – concepts and applications.

This second-year course is focused on infant and child development; attachment and parent-child interactive communications. Parent-child interactions and communications will be explored and observed. Critical considerations of diversity are also explored within the theories and applications to infant development and concepts of health and well-being.

Implications for therapy and psychotherapy with this age group and for the adult based on child development and experiences will be discussed.

Year 3

HDY2: Adolescence and emerging adulthood through the developmental lens.

This subject/course of study focuses on human development in adolescence and emerging adulthood. Students explore multidimensional and multidirectional issues and aspects of this life stage including critical approaches to issues of diversity. This course familiarizes students with potential issues and psychotherapeutic approaches to provide adolescent friendly psychotherapy and to understand the impact of this stage on the adult client who may be in the clinical office.

Year 4

HDY4: Development in the adult years: Middle and Later Adulthood theories and clinical applications.

This course focuses on middle and senior adult development. Middle adulthood age 40-65 is a critical period of the life course. Sociocultural factors and experiences in adolescence and young adulthood impact how we function in mid and later life. Students explore multidimensional and multidirectional aspects of this life stage. Issues of diversity and differences are discussed and the implications for understanding and clinical application are illuminated.

Year 5

HDY5: Integration of a theory of human development and psychological functioning into the clinical practice of psychotherapy

This course of study will review life stages with a particular emphasis on the integration of a theory of human development and psychological functioning into the practice of psychotherapy. It will address the benefits of adopting lifespan perspectives. Eclectic-integrative approaches to developmental counselling will be explored. This course will familiarize students with the issues and particular problems that a psychotherapist may encounter when working with individuals at all stages: themes, emotions, challenges, opportunities.

OPC COURSE CALENDAR

INTRODUCTION TO PSYCHODYNAMIC PSYCHOTHERAPY MODEL OF PRACTICE [PPMP]

The purpose of this subject area is to develop knowledge, understanding and skills related to psychodynamic therapeutic processes, approaches, modalities, communications, formulations, goals, interventions, techniques, and skills used in the safe and effective use of self in psychodynamic psychotherapy.

Year 1

PPY1: Introduction to Psychodynamic Psychotherapy Model of Practice.

This course introduces psychotherapy and to psychodynamic psychotherapy (PP) (history, description, features, concepts, principles, process, research, goals). The Psychodynamic Psychotherapy Model of Practice (PPMP) and process used at OPC is introduced and compared to other models of practice. Students are introduced to the use of clear, effective, professional, and collegial communications (written, oral and electronic).

Year 2

PPY2: Psychodynamic Psychotherapy: Beginning Therapy Sessions and Assessment

This course provides information on beginning psychodynamic psychotherapy. It explores issues of informed consent and how to establish it in the beginning sessions and also introduces students to the assessment process (formulating goals and assessing risk).

Year 3

PPY3: Psychodynamic Psychotherapy: Safe and effective use of self (SEUS)

This course focuses on learning about the safe and effective use of self (SEUS) in psychotherapy. Awareness of the impact of the therapist's subjective context and potential imposition of their values on the client will be examined, as well as working with power dynamics in the therapeutic relationship. This course reviews applying psychodynamic techniques in a safe and effective manner.

Year 4

PPY4: Psychodynamic Psychotherapy Model of Practice: The Use of PP Techniques and Interventions

Year four integrates academic learning with particular attention to application within the biweekly Theory and Practice Skills Lab and the Clinical Practicum. This course focuses on more in-depth learning and experiencing of PPMP therapeutic skills, interventions, approaches, and actions.

Year 5

PPY5: Psychodynamic psychotherapy: Working within a coherent framework of practice and developing a personal professional self.

This course helps students to deepen their knowledge and skills in psychodynamic psychotherapy (PP). They concurrently work with clients in clinical practicum, apply learning in the Skills Lab, and create their own research project in relation to psychodynamic psychotherapy. They continue to develop a coherent model of practice and learn to define a personal, professional framework of practice based on what they have learned.

OPC COURSE CALENDAR

INTEGRATIVE THEORY AND PRACTICE SKILLS LAB

The purpose of this subject area is to develop knowledge, understanding and skills related to psychodynamic therapeutic processes, approaches, modalities, communications, formulations, goals, interventions, techniques and skills used in the safe and effective use of self in psychotherapy through the application of the theories and techniques covered in the academic literature.

The integrative theory and practice skills Labs are experiential learning opportunities that integrate emotional-relational knowledge of self and other in a dynamic group setting. Students are encouraged to practice therapeutic communication, active listening, and the on-going development and deepening of psychological mindedness and mentalization. Skills are developed using simulations, case scenarios and roleplay practice (instruction, scenario, demonstration, practice, coaching, feedback, constructive criticism, debriefing, improvement planning).

Facilitators use a Toolkit of cases, scenarios, videos, and exercises to facilitate learning and skill development related to the curriculum. Facilitators support, guide and evaluate practice of clinical skills and how embodied personal knowledge intersects with other sources of knowledge in the program. All students participate in bi-weekly facilitated groups of up to 14 members for 20 sessions a year (2 hrs. each).

Year 1

LabY1: Applications: Listening: Collegial and professional communications, self-awareness, and impact on others.

This Lab provides an opportunity to practice the skills of psychodynamic psychotherapy. The Skills Lab deepens awareness of self in relation to others in a professional role. Skills are developed using simulations, case scenarios and roleplay practice. The focus of this course is on the beginnings of self-exploration and expression in relation to others with an emphasis on psychodynamic psychotherapy and its application to the student's own personal growth and relationships both inside and outside of the OPC learning experiences.

Year 2

LabY2: Applications: Reflections: Psychological mindedness and mentalization.

This Lab continues to provide opportunities to practice the skills of psychodynamic psychotherapy. Year 2 builds on the capacities developed in the previous year and encourages students to deepen in those strengths and explore, express and work with the challenges that inhibit or block self-awareness and expression within the relational context of Lab-group, larger school activities and within the application of PPMP.

Year 3

LabYr3: Applications: Intervene: The Safe and effective use of self (SEUS)

This Lab provides an opportunity to practice the skills of psychodynamic psychotherapy, especially the safe and effective use of self (SEUS). The pre-clinical year prepares students for entering the clinical practicum by emphasizing what will become clinical competencies of SEUS and the application of theoretical lenses of PPMP for interpreting emotional, psychological, and relational phenomena. Building on the previous years of personal development, the pre-clinical year expands those capacities and emphasizes their application to interpersonal exchanges and interactions.

Year 4

LabYr4: Applications: Apply: Psychodynamic Psychotherapy coherent model of practice.

This Lab provides an opportunity to continue to practice the skills of psychodynamic psychotherapy. In the first clinical practicum year students are expected to translate the personal and academic growth from the previous 3 years and apply them in the clinical setting and within their Lab while continuing to deepen the capacities of SEUS and theoretical application. Additionally, the student will develop a sense of her/his/their professional role as a psychotherapist. Students are expected to demonstrate capacities for professional practice and a fruitful engagement with feedback.

Year 5

LabYr5: Applications: Consolidate: Psychodynamic Psychotherapy coherent model of practice.

This Lab provides an opportunity to deepen and consolidate the practice skills related to psychodynamic psychotherapy. In the second year of clinical practicum students are expected to further deepen the capacity to translate the personal, academic, and clinical growth from the previous 4 years and successfully apply them in all aspects of the OPC program through continuing to demonstrate the capacities of SEUS, theoretical application and through a developing demonstration of her/his/their professional role as a psychotherapist. Students in the 2nd year of their clinical practicum ought to demonstrate the capacities for professional practice and fruitful collegial relationships.

OPC COURSE CALENDAR

TOPICS IN PSYCHOTHERAPY PRACTICE I & II

The purpose of this subject area is to stay current with topics and modalities of relevance to the practice and profession of psychotherapy and counselling.

TPPY1, 2, & 3: Topics in Psychotherapy Practice I Workshops:

1. Professional ethics and standards I
2. Basic pharmacology for psychotherapist
3. Assessment and understanding diagnostic categories (DSM-5 & PDM)
4. Diversity and cultural competence
5. Professional literature and applied research
6. Professional ethics and standards II

1. Professional ethics and standards I & II: These courses will explore the role of professional ethics, standards, and ethical decision-making processes in clinical practice.

2. Basic Pharmacology for Psychotherapists: This course explores the pillars of treatment for mental disorders, with special emphasis on psychopharmacology.

3. Assessment and understanding diagnostic categories (DSM-5 & PDM): This course will introduce students to the processes and techniques involved in psychotherapeutic assessment and case conceptualization.

4. Diversity and cultural competence: This course will prepare students to engage with cultural considerations in psychotherapy, develop cultural sensitivity/ competence regarding diverse psychosocial cultural contexts and address issues of power, stigma, marginalization, and social injustice.

5. Professional literature and applied research: This course will prepare students to critically read and appraise professional literature and use applied research to inform clinical practice.

TPPIIY1 through 5: Topics in Psychotherapy Practice II – Lectures (2x a year every year)

This course of study requires students to attend 10 half day (4hr) workshops on topics related to issues of relevance to the practice of psychotherapy. Topics range from those specific to modalities practiced in Ontario, (for example: EMDR, CBT, Eco- psychotherapy) to other areas like cultural safety when working with Indigenous clients, gender and sexual fluidity in the clinical space, the use of humour in therapy, acquired brain injury and psychotherapy, working clinically and safely with trauma, working safely in the online space with clients, etc. OPC engages professionals within the program and in the community with expertise to present and learn collaboratively in these workshops

OPC COURSE CALENDAR

COMPREHENSIVE EXAM & CONCENTRATION STUDY

Year Three Comprehensive Exam:

The comprehensive exam is a distinct program requirement. It is not part of coursework; nor is it specialized preparation for the Concentration Study. Through the comprehensive exam, students are given an opportunity to demonstrate their understanding of the core subject areas up to this stage in the program. The exercise gives students an opportunity to develop an appreciation of the intellectual contours of the psychodynamic psychotherapy model of practice. It provides an opportunity for the student to demonstrate their overall scholarly development as well as their future capacities as a therapist in training.

The Program orients to the comprehensive requirement as a competency exam. Through the comprehensive take-home exam, students should be able to demonstrate that they understand and can critically reflect on relevant theoretical and experiential perspectives within psychotherapeutic practice. They should be able to understand and critically reflect on key elements of psychotherapeutic theory and practice and be able to speak to the application of this knowledge within the clinical setting.

The format is a take-home exam written over the course of the last semester of 3rd year. Successful completion of this exam is a requirement for entering the clinical practicum.

Year Five Concentration Study – Major Research Paper.

The Concentration Study is intended as an opportunity for students to assess and evaluate the existing psychotherapeutic research and theoretical literature pertaining to a particular topic of interest. It is to be based on a broader engagement with the literature as opposed to a deliberately focused research endeavor that addresses a narrowly specified research question and comes to a conclusive answer as a thesis would.

The student has an opportunity to study a specialty area of their choosing. The student is encouraged to bring theory and practice together and concentrate on a specific area of psychotherapy such as: a specific application area (e.g., addictions); a specific approach to psychotherapy (e.g., CBT, dream work, expressive arts); psychotherapy with a particular client population (e.g., Adolescents, asylum seekers); or an issue related to the practice of psychotherapy (e.g., ethics, funding).

The end result of the Concentration may vary depending on the approach the student adopts. For instance, it may involve the development of a set of new research questions that are well-grounded in the debates or questions you have identified from the existing literature. Alternatively, the end result may be the development of an initial exegesis (i.e., a critical interpretation, explanation, or exposition) and preliminary development of a working argument based on what you have read. Third, it may be an exposition of how different theories explain a particular psychotherapeutic problem. This typically involves some comparing and contrasting of these perspectives as well as some evaluation or assessment of the state of the literature (which theoretical perspective seems the best or most promising and why?). The Concentration Study is an opportunity to make a contribution to psychodynamic and therapeutic knowledge and to demonstrate the ability for independent research and integration of knowledge acquired in the program.

Students work with an advisor and produce a proposal, written thesis and an oral presentation to the faculty and students for discussion and to demonstrate the student's knowledge and understanding of the subject matter.

OPC COURSE CALENDAR

CLINICAL PRACTICE AND CLINICAL SUPERVISION

Clinical Practicum and Clinical Supervision (Years 4 & 5)

In this course students are engaged in a Supervised Clinical Practicum in years 4 & 5 of the program. The student will be assigned 3-4 weekly clients that they will work clinically with in the psychodynamic psychotherapeutic model of practice.

The purpose of the Practicum is to gain experience in the safe, ethical, and effective use of self in clinical practice using skills and competencies of an entry to practice psychotherapist and using the feedback and benefits of supervision to improve.

In the Practicum, the student is required to demonstrate and integrate psychodynamic therapeutic clinical skills.

Students are assigned a clinical supervisor with whom they meet regularly.

CURRICULUM & SCHEDULE

The OPC Program is five-year, full-time program. The studies are offered in a flexible format making it possible to study and still attend to work and relational demands. All of our program events happen on either weekend or weekdays evenings. Our in-class hours are kept to a minimum with an emphasis upon independent learning.

Program Hours:

- Online Experiential Learning Group Labs: 2 hours every second week-night, September to June (40 hours)
- Online Academic Residences: Three 15 hour weekends per year (45 hours)
- In-Person Special Topics Lectures: Two Per Year (Saturday 12:00pm-4pm - 8 hours)
- In-Person Workshops: Five over the five years (Saturday 10am-4pm - 5-10 hours)
- Individual Therapy : Minimum of two sessions a month Sept-June (20/year)
- Online Seminar Discussion Groups: Two per semester on a weekend (8 hours)
- Homework Assignment: Reading and posting on assigned readings (approx. 6 hours/week)
- Clinical Practicum (4th and 5th years)
- Clinical Supervisor (dyad): One hour every second week as scheduled with supervisor (21 hours per year).

TUITION

Full tuition amount not required up-front at the beginning of each school year; tuition is paid throughout the school year as each part of the program is delivered.

Average tuition is \$5000 per year, over the 5 years of the program. Tuition increases during your 4th and 5th years as you begin your Clinical Practicum, however this increase in tuition is offset by the fees you are allowed to charge your clients while in your Clinical Practicum.

APPLICATION PROCESS

Deadline for Applications: April 30th. Applications can be completed online at opcprogram.ca/admissions. References and transcripts will be sent to the Registrar. There is an application fee of \$250. An interview may be required at the second stage of processing in May. First round acceptance offers are usually sent out the first two weeks of June.

WHAT OUR STUDENTS SAY

The OPCC faculty and community created a wonderful, supportive network which allowed me to connect with my unique voice.

Sebastian Kowalik

OPCC offered me a rich experiential and theoretical learning environment where I was able to build self-awareness,... a truly rewarding experience.

Carolyn Leu

So much more than what I expected...an invaluable psychotherapy training program and academic community that is a lifelong professional resource!

John Foulkes

The OPCC program offered a unique and powerful blend of experiential processes and reflective practices... a safe, supportive, and non-judgmental space.

Amber Sager





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Caring for Body, Mind and Spirit

APPLY ONLINE: WWW.OPCCOLLEGE.CA