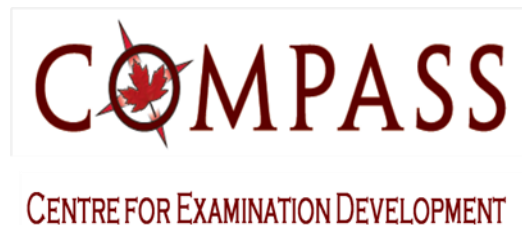


College of Registered Psychotherapists of
Ontario

**Entry-to-Practice Registration Examination
Resource Manual**

Canadian Professional Standard for Counselling and
Psychotherapy (CPSCP):
Entry-to-Practice Competency Assessment



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Table of Contents

About this Guide	3
About the Registration Examination	4
The Registration Examination Format and Content	7
Simulation Sample	8
Important Points to Remember when Taking the Examination	15
Competency Profile Alignments and Calibrated Scoring	16
Competency Profile Alignments and Calibrated Scoring in Action.....	17
Scoring for the Registration Examination	18
Taking the Assessment: Security and Logistics.....	19
Additional Resources	21
Frequently Asked Questions	23
Appendix 1: Steps in Writing the CRPO Registration Examination	27
Appendix 2: Examination Purpose	32
Appendix 3: Development Process for the Registration Examination	33
Appendix 4: Professional Review of Simulations and Simulation Components	35

About this Guide

This Guide provides an overview and a sample of the structure and format of the Registration Examination; its calibration and scoring protocols; and other related information to candidates deemed eligible by the College of Registered Psychotherapists of Ontario (CRPO) to write the Canadian Professional Standard for Counselling and Psychotherapy (commonly known as the Registration Examination).

A companion document, *Information Guide for Candidates*, is electronically transmitted to registered candidates prior to the administration of the Examination. It includes additional information specific to rules, restrictions, and requirements associated with taking the Examination, as well as a review of its format and style and other details related to its administration.

The Registration Regulation of the College of Registered Psychotherapists of Ontario reflects a competency-based registration model. This means that applicants must demonstrate in a variety of ways that they possess the required knowledge, skill and judgment to practice psychotherapy safely and competently, as opposed to simply possessing a specific academic credential.

Registration requirements are founded on the entry-to-practice *Competency Profile for Registered Psychotherapists* (<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>) developed by the 2013 transitional Council. The competency profile also underpins the Registration Examination.

About the Registration Examination

The CRPO uses as its Registration Examination an entry-to-practice competency assessment called Canadian Professional Standard for Counselling and Psychotherapy (CPSCP). To access the Registration Examination, candidates must have met specific College registration requirements related to education and training, direct client contact, and clinical supervision.

There are multiple parallel versions of the Examination, each of which is aligned to the *Competency Profile for Registered Psychotherapists*. A test blueprint specifies the content areas of the Examination. The following description and diagrams show the specifics of the test blueprint.

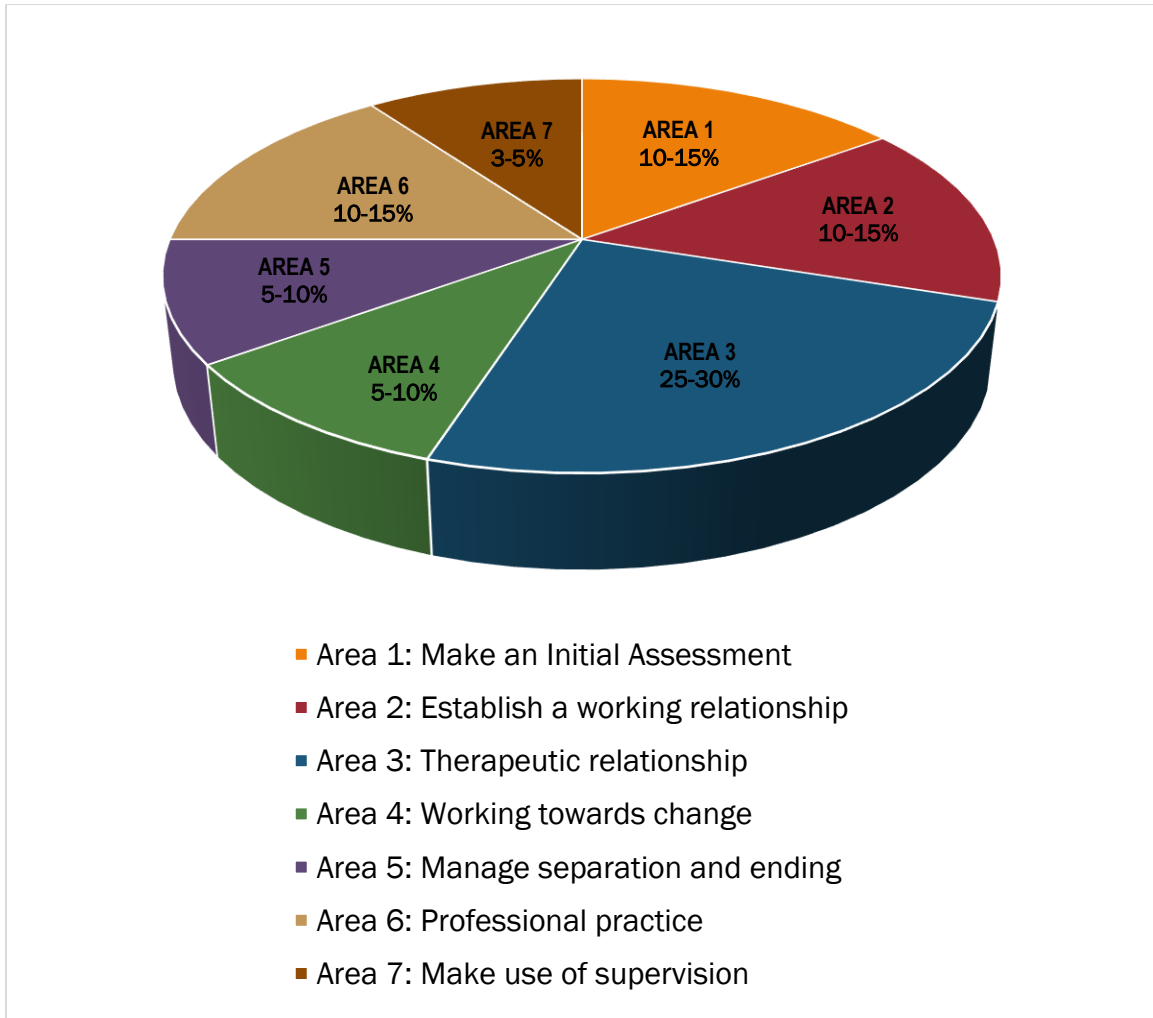
Test Blueprint Specifications: Each of the content domains in the Registered Psychotherapist competency profile will be represented in each form of the assessment within the following contexts:

- I. Make an initial assessment
At least 10-15% of assessment
- II. Establish a working relationship
At least 10-15% of assessment
- III. Therapeutic relationship
At least 25-30% of assessment
- IV. Working towards change
At least 5-10% of assessment
- V. Manage separation and ending
At least 5-10% of assessment
- VI. Professional practice
At least 10-15% of assessment
- VII. Make use of supervision
At least 3-5% of assessment

THE CONTENT ON ALL EXAM FORMS MUST TOTAL 70+% of competencies

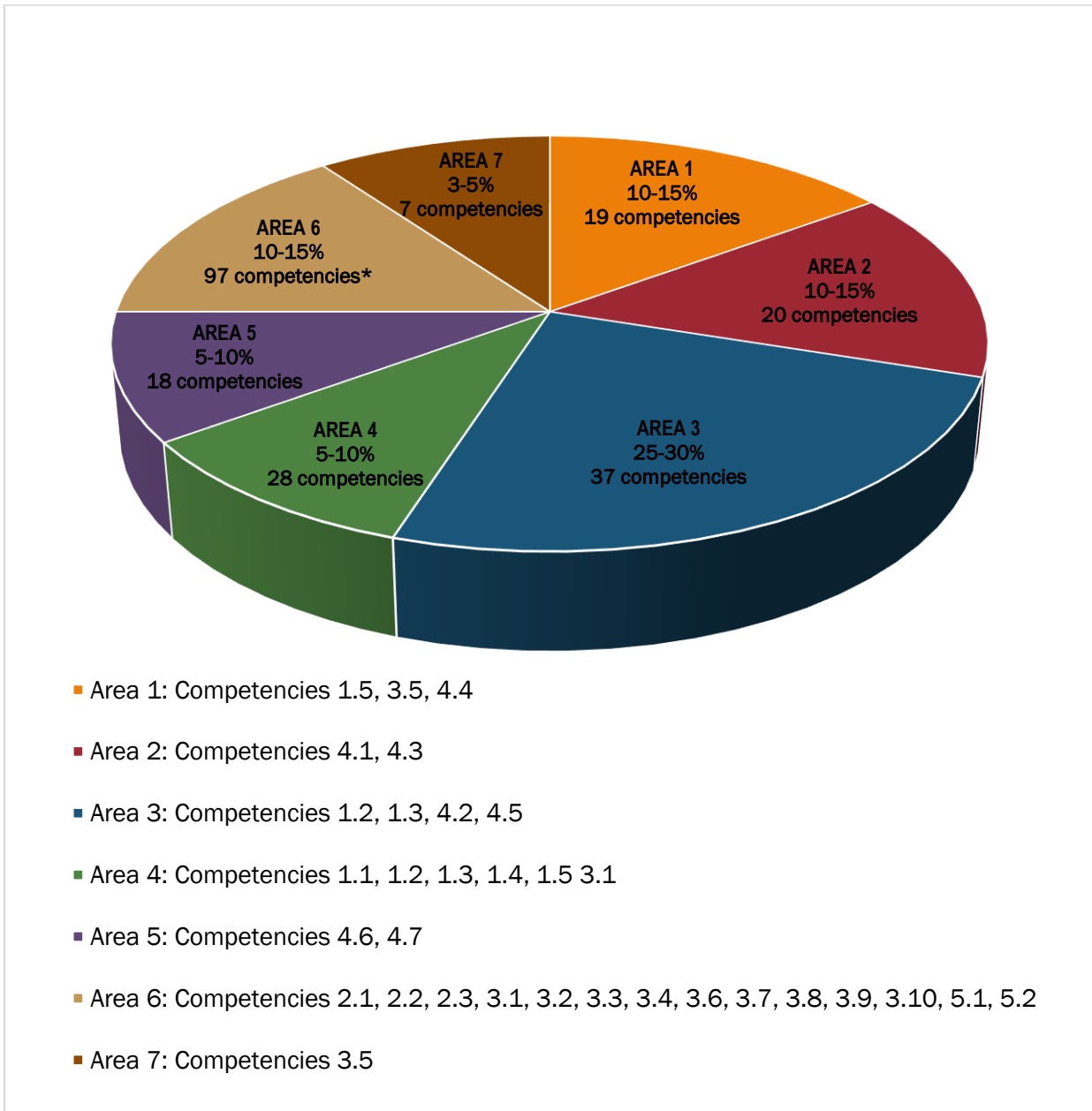
The following diagrams provide visual representations of the test blueprint and the competency area alignments:

Diagram 1: Examination Content — Context



The percentages in Diagram 1 reflect minimum standards for the test blueprint for each version of the Registration Examination.

Diagram 2: Examination Content — Registered Psychotherapist Competencies



*Multiple competencies in this area are best assessed *in situ* through direct observation and clinical supervision, and are therefore not tested in-depth in the simulation process.

The percentages in Diagram 2 reflect minimum standards for the test blueprint for each version of the Registration Examination.

Registration Examination Format and Content

The Registration Examination uses a competency-based, simulation-style, computer-based format. The simulations on the Examination are contextualized to the pan-Canadian experience at the entry-to-practice level. Simulations offer different clinical settings, roles, and clients. Regardless of setting, professional competency-based information-gathering, treatment planning, and decision-making processes based on the competency profile for Registered Psychotherapists are the focus of the assessment.

Each Examination presents ten simulations, each of which requires the test-taker to demonstrate abilities in information gathering and decision-making in relation to the professional competency areas. Contextualized knowledge, skills and judgment are assessed; simulations require candidates to utilize competencies interdependently, not in isolation, and at the levels of application, analysis, synthesis, and evaluation.

There are five to eight sections in each of the ten simulations; the sections combine to assess approximately seventy percent of the competencies.

Each response option is given a weight based on the level of appropriateness for good client care. The points range from +3 to -3. The point value is calibrated based on the degree to which the client may be affected, with +3 being of central importance for good client care and -3 being gravely damaging to client care. Further information on scoring and calibration is found on page 16.

Simulation Sample

Each simulation on the Registration Examination consists of three components:

Scenario – provides the setting and introductory client information (e.g., age, gender, presenting problem(s))

Information Gathering (IG) sections – test-takers gather all relevant information for answering the question. This might include family background, status of physical health, previous experience in therapy, etc. Directions in these sections will include the words, "SELECT AS MANY." Test-takers select their choices by clicking on the circle to the left of the options they think are best. When they do this, information appears directly below the selected choice. On the actual Registration Examination, test-takers will not be able to see the response unless they select it by clicking.

Decision Making (DM) sections – test-takers make judgments or decisions. These sections may be formatted in one of two ways:

1. Multiple Options - Several options are considered appropriate. These sections address decisions in which a combination of actions is required.
2. Single Best Option - There may be more than one acceptable option, but one option is generally regarded as most acceptable.

The "Multiple Options" type of Decision Making section (described in 1) will have instructions to "SELECT AS MANY." After selecting all options that test takers think provide the best response, they click on the "next" icon at the end of that section and continue through the simulation as directed.

A sample simulation (Lucia) has been subdivided below to show its component parts and competency alignments.

REMEMBER: On the actual Registration Examination, test-takers will not be able to see the response unless they select it by clicking.

SAMPLE SIMULATION¹

You are a therapist in a group private practice. This is your first meeting with a new client. On her intake form, Lucia has indicated that she is 32 years old, is recently separated after 7 years of marriage, and has 2 school-aged children. Her family doctor has suggested she try psychotherapy to address what he described to her as early signs of depression.

Section A

In your first meeting with Lucia, what information would best assist you in determining potential directions for therapy at this time?

(SELECT AS MANY as you consider indicated in this Section)

- Client's self awareness
Lucia is reflective and articulate
- Current physical ailments
Lucia has minor aches and pains
- Presenting problem
Lucia feels sad, no energy, has trouble sleeping
- Prior mental health treatment
Lucia has no history of mental health services
- Children's educational problems
The children are progressing well at school

5-7 more choices would appear here on a complete problem.

[Note: In this section, competencies 4.2e; 4.5b, g, i, k, l are being assessed]

NOW GO TO SECTION B

¹ The sample simulation is not a complete simulation and is designed for illustrative purposes only.

Section B

At the conclusion of your first meeting, what options would be indicated?

(SELECT AS MANY as you consider indicated in this Section)

- Refer to social services
Lucia isn't interested
- Refer to medical doctor
Lucia doesn't respond
- Offer individual therapy
Lucia shows interest
- Offer family therapy
Lucia doesn't respond
- Provide a brief description about experience and expertise with similar presenting problems
Lucia feels reassured

5-7 more choices would appear here on a complete problem.

[Note: In this section, competencies 1.2d; 1.4d; 4.1a; 4.5i; 4.6b, are being assessed.]

NOW GO TO SECTION C

Section C

As you prepare for the next session, which of the following actions would be most helpful to initiate a collaborative plan with your client?

(SELECT AS MANY as you consider indicated in this Section)

- Have a telephone conversation with the husband
Lucia doesn't respond
- Establish short-term objectives with the client
Lucia gets involved in the process
- Plan for the children to attend therapy sessions
Lucia isn't interested
- Establish treatment issues for therapy with the client
Lucia gets involved in the process
- Obtain consent to consult with the client's doctor
Lucia provides consent
- Obtain a psychosocial history
Lucia verifies her intake information

[Note: In this section, competencies 1.2; 4.1h; 4.2g; 4.5h, l, r, are being assessed.]

NOW GO TO SECTION D

Section D

At the beginning of the next session, Lucia is noticeably thinner. She looks tired and says she nearly didn't come to the session. She's been having more trouble caring for herself and for her children. What do you do?

(CHOOSE ONLY ONE in this Section)

- Connect client with social services
Lucia isn't interested
- Explore issues and patterns of behaviour
Lucia doesn't engage
- Conduct a risk assessment
Assessment completed
- Refer client to a medical doctor
Lucia doesn't respond

[Note: In this section, competencies 1.3c, d; 4.4c, 4.5m, 4.6b are being assessed.]

NOW GO TO SECTION E

Section E

It is the fifth session with Lucia. She states, "I really like our talks together. I feel safe and more optimistic...like I have a future. Can I contact you between sessions? I've seen you in my neighbourhood and know where you live." What do you do?

(SELECT AS MANY as you consider indicated in this Section)

- Suggest Lucia use the agency 24-hour phone number on the crisis hot line
Lucia accepts the suggestion
- Offer your off-hours phone number but have no direct contact
Lucia receives the information
- Explore the need for increasing the frequency of sessions
Lucia engages in the activity
- Explore other support strategies for between sessions
Lucia engages in the activity
- Provide a referral network
Lucia receives the information
- Normalize feelings of intense attachment
Lucia engages in the process
- Review progress to reassure client
Lucia engages in the activity
- Formulate a homework exercise that increases support network
Lucia receives the information
- Explain therapeutic boundaries
Lucia understands
- Clarify Lucia's comment and explore its dynamics
Lucia engages in the activity
- Refer Lucia to an additional therapist
Lucia receives the information

[Note: In this section, competencies 3.2a; 3.8a; 4.5d, o, q, s, are being assessed.]

NOW GO TO SECTION F

Section F

Prior to the termination session, Lucia calls and cancels the appointment. Based on the information gathered to date and your therapeutic alliance, what would be the most appropriate course of action?

(CHOOSE ONLY ONE in this Section)

- Contact the client
Lucia thanks you for calling
- Send a letter explaining the agency policy and provide a refund for the client's final session
The letter is sent
- Record in the client's file that she did not attend her termination session
The file is updated
- Contact the emergency person listed in the client's file
The contact person says she had lunch with Lucia and will call her

[Note: In this section, competencies 3.1; 3.2a, b; 3.7, 3.10, 4.2e, j, l; 4.5l are being assessed.]

THIS IS THE FINAL SECTION IN THIS SIMULATION

Important Points to Remember when Taking the Examination

1. Read thoroughly and carefully. Follow all directions.
2. When a question asks you for information relevant to a specific time (for example, in this session or for next session), click with your mouse only those responses relevant to that time period.
3. **There is no way for you to change your mind once you click on a response, even if you click by mistake.** Consider your decisions and actions deliberately and carefully. If you do not follow the instructions provided by a clicked response, or if you click a response when not directed to do so, the rest of the simulation will not be scored. All responses are scored and will affect the overall assessment results.

IMPORTANT NOTE: If you choose to skip a simulation by not selecting any responses to any sections, you will NOT be able to return to this simulation. If you choose to skip a section of a simulation, by not selecting any responses in the section, you will NOT be able to return to that section to insert a response. Your score on that part of the simulation will be based on selections you made up to the point at which you chose to skip.

Competency Profile Alignments and Calibrated Scoring

Each of the options within each section of each simulation is aligned with one or more competencies on the *Competency Profile for Registered Psychotherapists*. Each response option in each simulation is given a weight based on the level of appropriateness for good client care. The points may range from +3 to -3. The table below shows the range and rationale for the weighting of options.

Table 1: Calibration Range and Rationale

- +3** Of central importance for good client care – omission would result in serious damage to the client in terms of cost, time, pain, risk of morbidity and/or mortality.
- +2** Strongly facilitative of good client care.
- +1** Mildly facilitative of good client care.
- 0** Does not contribute to client care but does not cause the client any harm in terms of increased cost, time, pain, risk of morbidity and/or mortality.
- 1** Mildly detrimental to client care in terms of cost, time, risk of morbidity and/or mortality.
- 2** Seriously detrimental to client care in terms of cost, time, pain, risk of morbidity and/or mortality.
- 3** Gravely damaging to client care and very costly to the client's welfare in terms of cost, time, pain, risk of morbidity and/or mortality.

Competency Profile Alignments and Calibrated Scoring in Action

Let's look at the alignments to the competency profile and the scoring process together in action with one section of the sample simulation described earlier on page 13. Remember, this sample is designed to show how the process works; **it is not an actual test item**. Each of the options within the section is focused on one or more competencies on the *Competency Profile for Registered Psychotherapists*. Each response option has a weight based on the level of appropriateness for good client care. A rationale for the weight is shown on the far-right hand column.

Simulation Sample – Section E of LUCIA

It is the fifth session with Lucia. She states, "I really like our talks together. I feel safe and more optimistic...like I have a future. Can I contact you between sessions? I've seen you in my neighbourhood and know where you live." What do you do?

(SELECT AS MANY as you consider indicated in this Section)

Option	Competency Area(s)	Calibration	Rationale
Suggest Lucia use the agency 24-hour phone number on the crisis hot line	3.2b, 3.8a, 4.5o	+2	Aligns with ethical code; enhances client autonomy
Offer your off-hours phone number but have no direct contact	3.2a, 4.5d	-2	Boundary violation
Explore the need for increasing the frequency of sessions	4.5q	0	No indication that this is a current issue
Provide a referral network	3.8a, 4.5o	-1	Not pertinent to background information; client request was for personal between-session access to current therapist
Normalize feelings of intense attachment	4.2c, 4.5d, 4.5r	+2	Client has given indication of problem
Review progress to reassure client	4.5s	+1	Available information supports this option; mildly facilitative
Formulate a homework exercise that increases support network	4.5o	+2	Contributes to therapeutic direction; strongly facilitative
Explain therapeutic boundaries	3.2a, 4.5r	+2	Contributes to therapeutic alliance; relevant, timely information to explore
Clarify Lucia's comment and explore its dynamics	4.5d, 4.5m	+2	Relevant, timely information to explore; strongly facilitative
Refer Lucia to an additional therapist	3.8a, 4.6b	-2	Not pertinent to background information; client request was for personal between-session access to current therapist

Scoring for the Registration Examination

Each simulation on the Examination has a benchmark (cut-score/pass-rate) for both *information-gathering* (IG) and *decision-making* (DM) within that section. Using the criterion-based (competency-based) benchmarks across all simulations, candidates must pass both the *information-gathering* components and the *decision-making* components of the Examination in order to successfully complete it. Unlike traditional multiple-choice tests, the pass/fail score in the competency-based Examination is not a specific percentage across all test items.

Each section on the Examination has a minimum pass level. To assist candidates in evaluating their performance on the Examination, a report of scores is provided for both IG and DM sections. It is the total raw score for IG and DM on the entire Examination that determines whether a candidate passes or fails the Examination. Candidates must achieve total raw passing scores in both IG and DM to successfully complete the Registration Examination.

The total raw score is based on the nine scored simulations on the Examination. The Examination includes one unscored simulation that is being pretested for future Examinations.

Taking the Assessment: Security and Logistics

COMPASS maintains security on test development processes and test item storage, as well as ongoing checks on the reliability, validity and credibility of the assessment instrument. The experience of the test-taker has also been carefully checked.

Test centres located across Canada have been secured through the use of an experienced third-party test administrator. The administrator's function is to ensure the seamless process of taking the test in a secure setting with a well-trained proctor who is experienced in high-stakes testing protocols.

The following preparations undergo continuous quality assurance processes across the country:

- Secure online, bilingual application to write the assessment
- Optional self-assessment that replicates the Registration Examination style and format
- Optional case study workbook to familiarize the candidate with professional competency-based processes
- Test-taker guidebook to familiarize the candidate with the process and the testing platform
- Proctor guidebook and reporting system
- Test centre availability across Canada, including settings outside of major centres
- Accessibility and reasonable accommodations for persons requiring additional time to write due to disability or medical condition

Test security is essential to defensibility. Security features (among others) for the Registration Examination include:

- Computer lock-down to prevent theft of test information
- Secure test locations with experienced proctors of high-stakes assessments only
- Individual passcodes for use of testing platform

- Two pieces of photo-ID government-issued identification plus official letter of confirmation to write the assessment (from Yardstick) to obtain access to the exam room

Every attempt has been made to secure sufficient test centre locations to ensure candidates do not have to travel longer than two hours to arrive at the test centre nearest to their home or place of work. Where this is not possible, a protocol has been put in place with the test administrator to find individualized solutions that maintain the same safety and security rigour.

The Registration Examination is designed to be available two times per year. This is consistent with most other high stakes assessments. By restricting the testing times to specific time slots, the opportunity for various forms of testing fraud, cheating or collusion are reduced and any unforeseen testing platform errors can be corrected without negatively affecting the scores of the test-takers.

Additional Resources

The entry-to-practice Registration Examination is computer-based, simulation-style, and competency-based. It requires that test-takers apply their psychotherapy-based knowledge, skills, and attributes to therapeutic situations. The *Ontario Competency Profile for Registered Psychotherapists* to which the Examination is aligned, will be most helpful to the preparation process and is available at no cost on the CRPO website (<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>), and the COMPASS website (<https://www.compassexams.ca/professional-assessment/>). This profile provides the competency areas on which candidates will be tested.

COMPASS also offers a downloadable competency-based case study workbook at no cost on its website (<https://www.compassexams.ca/self-assessment/competency-based-case-study-workbook/>) to support competency-based processes as well as a brief, single-use self-assessment product for a fee (<http://www.compassexams.ca/en/self-assessment/>) that uses an electronic platform similar to the Registration Examination.

Materials that candidates may wish to use to prepare for the Examination are entirely at their discretion; typically, candidates use textbooks and other materials that were assigned to them during their post-secondary education in the field of psychotherapy as reminders, since these products were initially used to teach the competency areas for the profession.

In a recent informal survey of most commonly used entry-to-practice textbooks for the psychotherapy and counselling profession (not an exhaustive list) included:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of*

mental disorders (5th ed.). Washington, DC: Author.

Archer, J. & McCarthy, C. J. (2007). *Theories of counselling and psychotherapy; contemporary applications*. New Jersey: Merrill Prentice Hall.

Arthur, N., & Collins, S. (2010). *Culture-infused counselling: Celebrating the Canadian mosaic*. Calgary, Alberta: Counselling Concepts

Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. (8th ed.). Canada: Brooks/Cole

Corsini, R. & Wedding, D. (2009) *Current Psychotherapies*, (9th ed.). Canada: Brooks/Cole.

Martin, L., Shepard, B., & Lehr, R. (eds.), (2015). *Canadian Counselling and Psychotherapy Experience: Ethics-Based Issues and Cases*. Ottawa, Ontario: Canadian Counselling and Psychotherapy Association.

Truscott, D., & Crook, K. (2004). *Ethics for the practice of psychology in Canada*. Edmonton, Alberta: University of Alberta Press.

Wedding, D. (2009) *Case Studies in Psychotherapy*, (9th ed.). Canada: Brooks/Cole.

Yalom, I., & Moly, L. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

COMPASS does not endorse specific authors or study materials in relation to the Registration Examination.

Frequently Asked Questions

1. I haven't taken a large scale assessment before. What can I expect?

Large scale assessments are strictly supervised by trained proctors to standardize the test-taking experience. You must provide 2 pieces of identification to the proctor. During the examination, you will not be permitted to communicate with other test-takers, bring personal belongings into the exam room, or use dictionaries. There is a check-in and check-out policy that ensures that only those persons who are scheduled to write the examination are permitted into the examination room. There is a strict 3-hour time limit, unless otherwise pre-arranged through special accommodation approval.

You will use a computer provided by the test centre, and you must arrive with the computer password that you created in order to successfully login to the examination. You will be provided with scrap paper and a pencil should you wish to take notes. All of the scrap paper must be returned to the proctor before leaving the examination room.

2. How can I prepare for a competency-based examination?

Competency-based exams are focused on assessing the degree to which test-takers are able to use their profession-based knowledge by applying it to the contexts presented in the exam. The CRPO registration examination is based on the *Competency Profile for Registered Psychotherapists*. Knowing the competencies in the *Profile* and applying them to a variety of situations is helpful.

Case studies in which you consider which actions are in the best interest of the client are an excellent way to prepare for competency-based assessments. Case studies are helpful because they require the same type of information-gathering and decision-making as simulations. Simulations can be viewed a bit like session-by-session deconstructions of a case study. Notes from supervision sessions are also helpful to informing competency-based information-gathering and decision-making. Like case studies, they are focused on context-specific actions taken by the practitioner in relation to professional competencies.

3. How does the calibration of options work? How do I know how many options to pick in a simulation? What if I “over-select” or “under-select”?

Read each section thoroughly and carefully. Follow all directions. When a question asks you for information relevant to a specific time (for example, in this session or for next session), click with your mouse only those responses relevant to that time period. **Remember, that once you click an option, you cannot unclick it.**

Just as in the real world, keep in mind the context of the client, what you already know, and what your purposes are when selecting options.

As indicated in the *Resource Manual* (see page 16, <https://www.crpo.ca/wp-content/uploads/2017/08/Resource-Manual-CRPO-2018--ENG.pdf>), all options in the examination have a point value associated with them.

Over-selecting: Options are calibrated on a scale of +3 to -3, based on client care. If you select all options, you will have selected options with both positive and negative point values. Your negative points will affect your positive points (e.g., selecting 3 options with a value of -2 each will neutralize selecting 3 options with a value of +2 each, resulting in a score of 0 points).

Under-selecting: Options are calibrated on a scale of +3 to -3, based on client care. If you select almost no options, you will likely have insufficient points to reach the passing score required for the section. (e.g., If 6 points are required to pass a particular section of a simulation and only one selection is made, the maximum points possible would be +3. If the one selection is valued at +3 the total score would be 3 points below the passing score for the section.)

Each section and each simulation is unique. There is not a specific number of options that are positive nor a specific number of options that are negative in any given section or simulation. All of the options have a calibrated value based on the competency profile and the client context. In other words, you might find one section with ten options: three options might have a value of -1, three options might have a value of +2, two options might have a value of +1, and two options might have a value of -2. Another section might also have ten options but there are four options with a value of -2, four options with a value of +2, one option with a value of -1 and one option with a value of +1. This means that when you are considering selecting options in the exam, you must keep in mind the context of the client, what you already know about the client, what your purpose is, and what good client care

would be. It also means that it would not be helpful to pick options based on how many options are available.

The pass-score in information-gathering and decision-making is based on good client care. To succeed on the examination, you must reach the pass-score (good client care) in both information-gathering and decision-making. If, for instance, you score below the pass-score in one section of a particular simulation, you can still achieve the pass-score by being sufficiently above the pass-score in another section. Below is an example of how the various choices you might make can affect the points you earn.

Example: Simulation X
Section Y

Context statement is located here.

- Option 1 (+2)
- Option 2 (-1)
- Option 4 (-2)
- Option 5 (+1)
- Option 6 (+1)
- Option 7 (-2)
- Option 8 (+1)
- Option 9 (+1)
- Option 10 (-2)
- Option 11 (+2)
- Option 12 (-1)

Explanation:

If Candidate A selected options 1, 6, 9, and 11, the score would be 6.

If Candidate B selected options 1, 4, 5, 6, and 11, the score would be 4.

If Candidate C selected all options, the score would be 0.

If Candidate D selected no options, the score would be 0.

If Candidate E selected options 1, 2, 4, 7 and 11, the score would be -1.

If Candidate F selected options 1, 5, 6, 8, 9 and 11, the score would be 8.

If the pass-score for the section was 6, then:

- Candidate A (who selected a total of 4 options) and Candidate F (who selected a total of 6 options) would pass this section.
- Candidate B (who selected 5 options), Candidate C (who selected 12 options), and Candidate D (who selected 4 options) would fail this section.

4. What happens if I skip a simulation?

If you choose to skip a simulation by not selecting any responses to any sections, you will NOT be able to return to this simulation. If you choose to skip a section of a simulation by not selecting any responses in the section window, you will NOT be able to return to that section to insert a response. Your score on that simulation will be based on the selections you made up to the point at which you chose to skip and any selections you might make in any remaining sections of the simulation. This means that you have not earned any points in the skipped section(s) or simulation(s) to contribute to the pass-score needed in decision-making and/or information-gathering.

5. What settings are used in the simulations? What if I have no experience in a particular setting or with a particular type of client?

The registration of psychotherapists in Ontario has its foundation in candidates meeting established eligibility requirements. Once registered, Psychotherapists work within their scope of practice and boundaries of competence without any restriction on geographic location or particular setting. The registration examination aligns with this regulatory fact. While the examination provides a variety of settings, it is the profession-based competencies that are being assessed in each simulation. The settings are provided to offer context to the test-taker and to address the variety of clients and systems that entry-to-practice practitioners may experience and the need for them to provide good client care based on professional competencies.

The registration examination includes a “test-retest” feature in which the same competency is assessed in different circumstances in the same examination (e.g., active listening with a geriatric man and active listening with a young child; risk assessment in an out-patient facility and risk assessment in private practice).

6. What will I get for results and when will I get my results?

Large scale assessments do not provide item-by-item results. The CRPO registration examination follows the common protocol of large scale assessments by only providing specific results of the test taker in relation to established general areas. The score sheet you receive provides your results in information-gathering and decision-making, the pass rate required for information-gathering and decision-making, and the highest scores for candidates in these areas during the same administration as the one in which you took your test. Results are provided six to eight weeks after the examination.

Appendix 1

Steps in Writing the CRPO Registration Examination

Step 1

- CRPO confirms that you are eligible to write the Registration Examination (approximately three months prior to the proposed administration date).
- You confirm your intention to write the Registration Examination with CRPO and provide requested information to CRPO staff by the requested deadlines.
- Formal application, with appropriate documentation for any accommodation, must be made at the same time that you indicate your intention to write the Registration Examination with CRPO. Use the accommodations request form (available through CRPO) to apply.
- COMPASS Centre for Examination Development contacts you to confirm the status of your request for accommodation.

Step 2

- You receive an email transmission from Yardstick Testing and Training Experts, from testingsupport@getyardstick.com. In it, you will see the “book and purchase window” directions for purchasing and booking your spot at the Registration Examination. The directions include the time period during which you must purchase the Registration Examination and how to access the exam site by resetting your password. **If this email transmission is not received within one month of the Registration Examination, please contact Yardstick at testingsupport@getyardstick.com.** Please note: The CRPO Registration Examination website has RED prompts. The self-assessment site has BLUE prompts.
- You register and book the examination by purchasing the CRPO Registration Examination. **Please ensure to book your exam for the same location you provided to CRPO.** After purchasing the exam, you will receive a confirmation email with the location of your test centre and the time at which you should arrive to write the Registration Examination.

Step 3

- You receive an email transmission from COMPASS Centre for Examination Development once you have purchased the CRPO Registration Examination and the purchase window has closed. It reminds you of the testing environment and conditions, the [Resource Manual](#) for the examination, the Registered Psychotherapist competency profile, and other related matters.

Step 4

- Arrive at the test centre with two pieces of government-issued identification (one must contain a photo), your CRPO eligibility letter, and your CRPO-issued identification number.
- Write the Registration Examination.
- COMPASS Centre for Examination Development transmits examination results by your preferred medium between six and eight weeks after your date of writing.

Accessibility / Accommodations for the Registration Examination

Basic Principles

An accessibility issue or accommodation need, based on disability¹ (whether temporary, transient, or permanent) is considered appropriate if it results in equal opportunity to attain the same level of performance as persons without an identified disability, and meets the individual's disability-related needs without affecting the confidentiality of the examination and integrity of the examination's assessment purpose. The basic principle for accessibility and reasonable accommodations for the Registration Examination (also known as the Canadian Professional Standard for Counselling and Psychotherapy (CPSCP): Entry to Practice Competency Assessment) is to remove barriers to enable equal opportunity with dignity and without impediment.

Universal Design

To support all persons in engaging fully in the Registration Examination process, the following priority steps have been undertaken for all test-takers:

- Physically accessible test centres (wherever possible)
- Additional test-taking time built-in to regular test-taking time allotment
- Customizable font size for examination print
- Short sentences with increased white space on screen
- No use of 'flash' or colour-dependent information
- No use of photographs, diagrams, or charts
- Available personal breaks
- Access to medication and/or glucose meter*
- Access to food and/or beverage*

*Formal accommodation request is not required, but you must inform CRPO of your need for access to medication, glucose meter, food, and/or beverage by the deadline used to confirm your intent to write the exam. Proctor must be advised prior to examination start to retain medication and glucose meter at computer terminal. While access to food and beverages is not permissible near computer terminals, you may exit and re-enter exam room as needed to gain access.

Forms of Accommodation

Depending on documented individual needs, a variety of accommodations are possible. The following forms of accommodations are most common:

- Extended time (to a maximum of 5 hours) with personal breaks
- Separate room
- Service animal
- Reader aide
- Mobility aide

¹ The term "disability" is taken from the *Ontario Accessibility Act (2005)*. For the purposes of the Registration Examination, "disability" refers to any condition, diagnosis, or injury that impedes a candidate's ability to approach the examination in a manner equal to those of peers without such an impediment.

Applying for Accessibility / Accommodation

1. Download the Accessibility / Accommodation form from the CRPO website: <https://www.crpo.ca/wp-content/uploads/2019/05/Accessibility-Accommodations-May-2019.pdf>
2. Gather appropriate supporting documentation. All documentation must be current within five years of application to write the Registration Examination. All documentation must be specific to your accessibility / accommodation request and must include a description of the accessibility / accommodation need. This can either be from:
 - a. a physician, psychologist, psychological associate or other regulated health professional who is familiar with your condition and who has specific training, expertise and experience in the diagnosis of the condition(s) for which the accommodation is being requested OR
 - b. if you received accessibility consideration / accommodation(s) for test writing from the Student Support Services while enrolled in a post-secondary education program, you may use the documentation from that institution. The copy of educational accommodation must be on institutional letterhead and signed by an appropriate representative of Student Support Services/Access Office of the institution.
3. Complete and submit the form to CRPO by the deadline used for candidates to confirm their intent to write the exam.
4. Within two weeks of receipt of a completed application (with documentation), you will receive an email from COMPASS indicating the status of your request. If COMPASS requests additional information, please reply at your earliest convenience. If no further information is required, the email from COMPASS will indicate the specifics of which accessibility / accommodation need(s) have been approved. Review the form and reply to the email, indicating your awareness of the approved accessibility / accommodation plans.

Evaluation of Accommodation Requests

Requests are reviewed individually and confidentially. Accommodations are subject to COMPASS approval. The completed request form and full supporting documentation is required at the time you indicate your intention to write to allow sufficient time for review and coordination of approved requests.

Accessibility / accommodation requests will be denied for the following reasons:

- There was no request received at the time of indicating intention to write the Registration Examination
- There was no official documentation confirming a disability, condition, impairment, or injury

- The individual providing the documentation was not a registered practitioner familiar with the candidate and/or qualified to diagnose the condition(s) for which the accommodation was being requested
- Official documentation did not include the type or specifics of the accessibility / accommodation need required
- Official documentation older than five years
- The requested accommodation posed a reasonable risk to the integrity of the examination (i.e., an unfair advantage would occur; the test would not be able to achieve its testing purpose; the confidentiality of the test items could reasonable be negatively affected)

Appendix 2

Examination Purpose

The Registration Examination is one part of a multi-pronged assessment process designed to assess the entry-to-practice competencies of Qualifying Members seeking full status as Registered Psychotherapists in Ontario. Regular route applicants must demonstrate competency by successfully completing:

- relevant education and training;
- clinical experience (completion of direct client contact hours and clinical supervision hours);
- the Professional Practice and Jurisprudence e-Learning Module; and
- the entry-to-practice (Registration) Examination.

To review a summary of the requirements for registration via the Regular route, click [here](#).

Appendix 3

Development Process for the Registration Examination

The CRPO uses the nationally validated CPSCP assessment as its Registration Examination. This national assessment, available in both official languages, is developed by the COMPASS Centre for Examination Development (COMPASS), an independent, third-party organization that specializes in large scale assessments for the counselling and psychotherapy profession in Canada. The work of the COMPASS is regularly monitored by the Registrar of CRPO and the Examination Committee of the CRPO.

The test development team used by COMPASS to create the Registration Examination consists of subject matter experts from across Canada with experience spanning the breadth and depth of the profession. Team members are practitioners, educators and/or supervisors of the profession who, together, have experience in all provinces and territories, including northern, remote, rural, urban, suburban, and reserve settings. Members represent a diversity of psychotherapy and counselling practice including clinical, academic, managerial, and supervisory experience with clients of all ages in a variety of practice settings.

The test development team continuously generates new test items in both official languages that reflect current national practice in addressing the most frequently occurring mental health issues of people living in Canada. These test items, known as 'simulations', are subsequently pilot tested, reviewed, and refined by the team before they become part of the scored items on the large-scale assessment.

Appendix 4

Professional Review of Simulations and Simulation Components

The entry-to-practice competency Examination is criterion referenced and uses a 10-step process that includes modified-Angoff as a decision-making process. Checks and balances based on the test blueprint, commonly occurring mental health issues in Canada, and alignment to competency statements are the focus of the professional review of simulations and their component parts. The professional discussion on each component of each test item typically includes:

- Which competency statement does this item fit?
- What justifies it as being calibrated -3 to +3?
- Would practitioners trained in multiple ways see themselves in this scenario?
- Would practitioners at the entry-to-practice level be expected to do this? To see this client? To be in this situation?
- Do all of the possible selections fit with Canadian law? Provincial law? Territorial law?
- How would this play for persons who have been internationally-trained? For persons who have neither English nor French as their first language?
- Is the language appropriate to all modalities of treatment choices? Is there sufficient diversity?

Other considerations include ensuring that the combination of simulations on each version of the Registration Examination meets the requirements of the test blueprint in terms of percentage of competencies assessed and provides test-takers with a variety of clients in a variety of settings.

The passing point for each form of the Registration Examination is set by COMPASS' test development committee using a criterion-referenced method (Angoff method). The exact passing point varies from one version of the Examination to another, depending on the scored simulations included. The test development committee follows strict guidelines in selecting the simulations for each Examination version and uses linear equating to ensure the versions of the Examination are parallel in difficulty.