Program Recognition Application Form

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Please email programs@crpo.ca if you have questions about the review and recognition process.

Information about Program Review and Recognition

Background

To protect the public, the College needs to ensure that Registered Psychotherapists have gained entry-to-practice competencies through graduate-level psychotherapy training programs. The College regulates individual practitioners. It does not regulate or accredit educational institutions. Programs may however complete and submit an application for recognition by CRPO. The voluntary recognition process is meant to facilitate processing applications for registration as Registered Psychotherapists in the Qualifying category.

Recognition does not constitute an endorsement or recommendation of a program by the College. Rather, the recognition process allows the program's graduates to know that the education requirements for registration will be met upon completion of the program. Applicants from a recognized program can quickly complete the education section of the application without providing detailed information about their training. This speeds up the processing time for approving applications that meet registration requirements.

The Program Recognition policy is meant to assist programs in determining whether they are eligible for recognition[1]. Programs should carefully review the policy prior to beginning the application process to ensure that their program meets the stated requirements. The Registration Committee will not approve a program for recognition unless the program has demonstrated in their application to CRPO the characteristics and organizational attributes are sufficiently met.

Review and Recognition Process

Programs seeking recognition will be asked to submit detailed information about their curricula, faculty members, staffing structure, facilities, admission policies and process for handling student complaints, among other items. In addition, they will be asked to map their education and training objectives and learning outcomes to selected competencies from the Entry-to-Practice Competency Profile, which lists the competencies required of individuals entering practice for the first time, so that they may practise safely, effectively and ethically across a variety of practice settings.

CRPO contracts with a third-party evaluation service, Word It Write, to assess applications for recognition. The review fee is paid directly to the third-party service. CRPO does not have direct involvement in training reviewers or administering their work of reviewing programs.

Each evaluation is conducted by three independent reviewers. Reviewers examine a program's submission to form an impression of the overall organization of the program. Reviewers also examine how the program enables students to develop the entry-to-practice competencies.

The third-party reviewers produce a summary of conclusions and make an overall recommendation to CRPO's Registration Committee. The reviewer team may make one of the following recommendations:

1. That the program be recognized: The program sufficiently enables students to develop the required competencies for entry-to-practice. Recognition is granted for a period of five years.

2. That recognition be refused: The program contains numerous or significant gaps or does not enable students to develop the required competencies for entry-to-practice. The program will need to apply for recognition again when deficiencies have been remedied.

Program recognition is valid for five years, provided that all substantive program recognition criteria continue to be met. Programs are required to inform the College in advance of all proposed significant changes to the program. They may also be required to provide interim reports on any areas for

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[1] https://www.crpo.ca/wp-content/uploads/2020/11/Program-Recognition-Policy.pdf

development or that are of concern to the Registration Committee or staff. A program is required to apply for renewal of recognition before its current term of recognition expires.

Instructions

Applying for program recognition is a serious undertaking requiring a significant time commitment. Normally, the process to complete an application will be a collaborative effort involving senior program faculty who collectively are familiar with all aspects of the program. Your team may find it helpful to carefully consider the kinds of information required, in advance, and to develop a plan for identifying the necessary information and completing the application.

In order to ensure nothing is missing from the submission, and responses to the application questions are clear, it is strongly recommended that the entire application be reviewed by someone who was not involved with completing it.

Support from CRPO Staff
For questions about the review and recognition process, please email programs@crpo.ca. College staff can provide information about the review and recognition process, as well as technical support should any difficulties be encountered when completing the application. However, staff cannot provide assistance with mapping content to entry-to-practice competencies, recommend how to answer questions, or state whether a response will be satisfactory.

The review and recognition process was developed to allow programs to maintain the approaches found in their traditions and modalities and prevent standardization of curriculum. This means that a sample application cannot be provided. For assistance in completing the application, programs are encouraged to consult faculty members and other colleagues who have experience with developing education and training programs.

Reviewing Multiple Programs
Only one program can be reviewed per application. If an institution offers more than one program, they will need to submit multiple applications in order for them to be reviewed.

Referencing documents
Be sure to provide specific page/section/chapter references. Reviewers will not search through entire documents to find relevant information; you must tell them specifically where to look. Avoid referencing entire websites or documents.

You may also include a link to a specific page or document located on your website, providing appropriate references, as noted above. When referencing websites, ensure content will remain unchanged following submission. Alternatively, provide a PDF version of the webpage as supporting evidence.

Programs will not be asked to provide supplemental information during the review process. Unless supporting documentation is included, it will not be considered. Content that is not part of the application at the time of submission may result in reviewers reporting a lack of evidence in the program to satisfy the requirements.

Plain language
Throughout your application, use plain language and avoid jargon where possible. Though an effort will be made to assign reviewers who are familiar with the modality of your program, they may not be familiar with all the terminology used by specific schools of psychotherapy. At the end of the application, there is an opportunity to provide reviewers with a glossary of terms used in your application; nevertheless, the use of unfamiliar terms is to be avoided where possible.

Cross-references
To avoid unnecessary repetition, you are welcome to cross-reference other answers in your application. Simply refer in your answer to the particular question number(s) where the relevant information is to be

found.

Program options
If your program includes elective courses or choices of different streams or paths to completion, be sure to describe how each option leads to the development of all competencies in students.

Additional information
At the end of the application, there is a question asking whether you have additional information you wish to provide, i.e. information not captured elsewhere in the application (including in the Competencies Mapping Tool). This is the space in which to provide any other information that you believe is relevant. You may also reference websites, documents, diagrams, etc.

Statutory Declaration
When you have completed your application, print the Statutory Declaration form found in the application form below. A senior administrator of the program must take the form, along with appropriate photo ID, to a person authorized to take declarations (e.g. a commissioner of oaths, notary public, lawyer, etc.). Do not sign the form prior to your visit to the commissioner, as it must be signed in the commissioner's presence. Include the completed and signed declaration in your application package. Applications without a properly completed Statutory Declaration will not be processed.

Submitting your completed application
Please review the checklist at the end of this document to ensure that you have prepared all components. To submit your application, please send all documents by email to programs@crpo.ca. Staff will confirm receipt. Shortly thereafter, you will receive an invoice by e-mail from the third-party organization contracted to coordinate the review process on behalf of CRPO. The invoice must be paid before your application can be reviewed.

Administrative review of your application
Once you have successfully submitted your application, CRPO staff will perform a brief administrative review to ensure that it is complete. If staff notice any potential errors or omissions, they will reopen the application and give you the opportunity to revise your submissions. Once you submit the revised application, it will be sent directly to the third-party evaluator without further review by CRPO staff.

Application Form

The application form consists of seven sections:

1. Program Information

2. Organizational Attributes

3. Key Program Components

4. Program Alignment with Registration Regulation

5. Clinical Experience

6. Competencies Mapping Tool

7. Statutory Declaration

The application form is a fillable PDF. You can type your responses into the form. Following each question, there is space to reference supporting evidence. Please list the **file names** of the documents you wish to reference, followed by the relevant page/section/chapter numbers (for example, "Program Staffing Structure.pdf, pages 1-3"). You will need to include these files when you submit your application.

General Declaration and Consent

☐ By submitting your application, you affirm that the information contained in the forms and documents associated with the application is true and complete to the best of your knowledge. You also authorize CRPO or designated third parties to verify information included in this application and to request additional information relating to this application.

1. Program Information

Program Title: _____

Program Website: _____

Year program was founded: _____

Faculty/Department/Division: _____

Faculty/Department/Division Website: _____

Degree/Diploma/Certificate Granted: _____
_____

Clearly specify the full degree/diploma/certificate earned through the program, including the relevant stream, focus, or concentration. This information should match what appears on transcripts sent to the College.

Abbreviation of Degree/Diploma/Certificate Granted: _____

Program Description

1. Brief description of program.

Supporting evidence

2. Provide a breakdown of the number of hours of education and training central to the practice of psychotherapy included in your program:
   - List total hours for each course separately.
   - Include hours devoted to the development of competency in the safe and effective use of self in the psychotherapeutic relationship.
   - Optional: you may include education and training activities that take place in a clinical placement setting (sometimes called a practicum) if they are formally scheduled, structured learning activities. Clearly explain each of these activities.
   - Do not include direct client contact hours, clinical supervision hours, and other activities not central to the practice of psychotherapy.

Supporting evidence

3. Explain why the program should be recognized by the College.

Supporting evidence

2. Organizational Attributes

Staffing

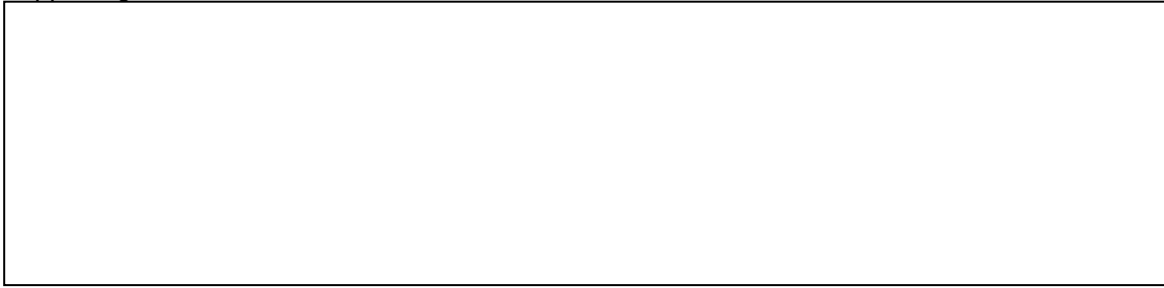4. Have at least two cohorts graduated from the program as of the application date?

   ☐Yes   ☐No

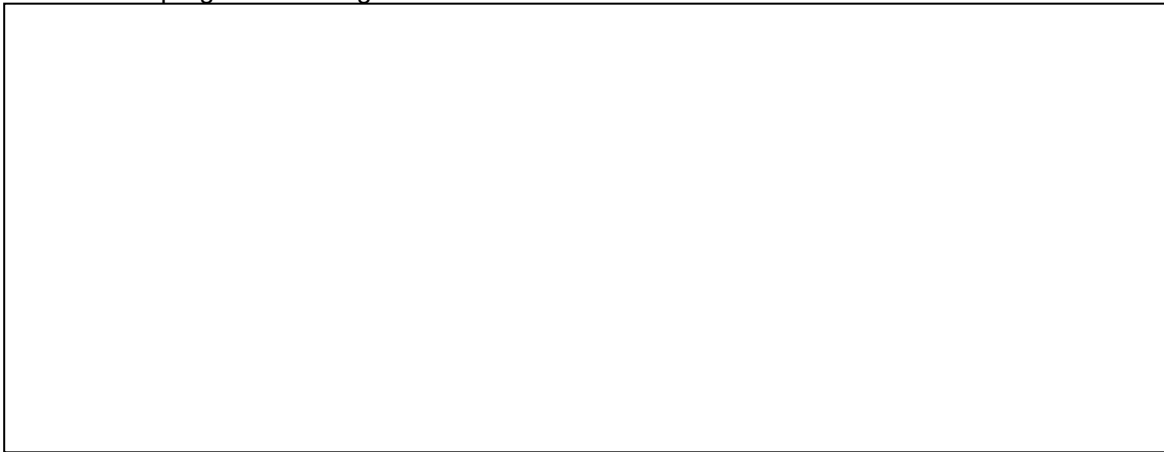   If no, please provide an explanation of the program's history and current status.

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   Supporting evidence

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5. Describe how faculty members are academically, professionally and experientially qualified, and in sufficient numbers, to achieve the education and training goals of the program.
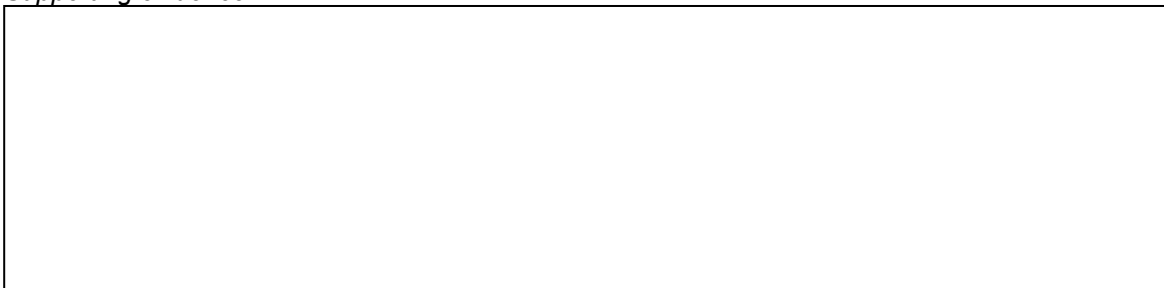
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Supporting evidence

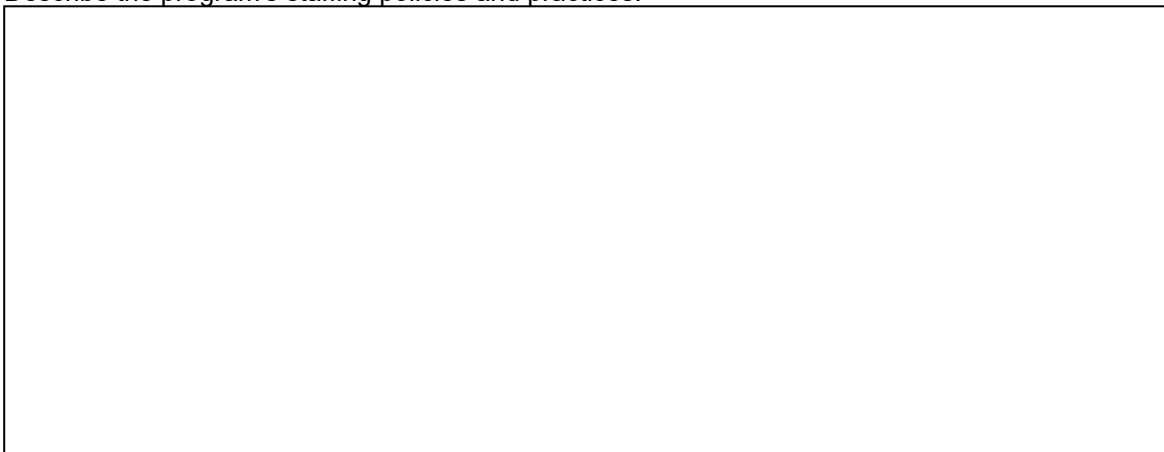

6. Describe the program's staffing structure.

Supporting evidence

7. Describe the program's staffing policies and practices.

Supporting evidence

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8. Does program staff have regular meetings and/or consultations?

☐Yes   ☐No

If yes, provide a description of the meetings and/or consultations.

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Supporting evidence

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Ethics and Standards

9. Describe the published code of ethics and professional practice standards to which faculty, students and clinical supervisors subscribe.

Supporting evidence

Complaints Procedures

10. Describe policies and procedures for addressing formal student complaints.

Supporting evidence

3. Key Program Components

11. Does program faculty regularly review the Entry-to-Practice Competency Profile for Registered Psychotherapists (RPs) and registration requirements of the College to determine whether students can reasonably be expected to successfully enter the profession? Please describe.

Supporting evidence

12. Describe the program's mission, goals and educational outcomes.

Supporting evidence

[ ]

Program Admissions

13. Describe the program's admission criteria and processes.

[ ]

Supporting evidence

[ ]

14. Is an undergraduate degree required for admission to the program?

☐Yes   ☐No

15. Does the program admit applicants who do not hold an undergraduate degree, but whose prior learning and qualifications may be deemed equivalent to an undergraduate education?

☐Yes   ☐No

A. If yes, please describe the process employed to determine equivalence for admission purposes.

Note that any such equivalency process must be rigorous, defensible and used only in exceptional circumstances. Please also explain how frequently students are admitted using the Prior Learning Assessment and Recognition process. Please see CRPO's PLAR guidelines for further information[2].

Supporting evidence

If your program employs PLAR, please provide documentation of the following, as well as any other documents you wish to submit:

- Published assessment policy (setting out admissions criteria, process, reviewers, possible outcomes, appeal mechanism, timeline)
- Published assessment standards
- Evaluation of applicant's self-reported learning activities
- Evaluation of applicant's self-assessment of learning
- Evaluation of applicant's supporting documentation and external assessments
- Evaluation of applicant's demonstrated knowledge and abilities via a challenge component

B. Is the above process used only in exceptional circumstances?

☐Yes ☐No

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[2] https://www.crpo.ca/wp-content/uploads/2019/06/CRPO-PLAR-Guidelines.pdf

C.   If no, please explain.

[blank box]

Program Delivery and Evaluation
16. Describe method(s) of program delivery (lectures, group learning, online or web-based media, etc.).

[blank box]

Supporting evidence

[blank box]

17. Describe teaching philosophies/methods.

Supporting evidence

18. Describe how students are evaluated throughout the program.

Supporting evidence

19. Please describe how faculty/staff evaluate the program, and how student feedback is acquired and included in the review.

Supporting evidence

4. Program Alignment with Registration Regulation

20. Please check the description below that most closely matches your program.

- ○ A structured, coherent program of education and training in psychotherapy which has as a prerequisite an undergraduate degree, and which includes at least 360 hours of training and education central to the practice of psychotherapy, excluding direct client contact hours and clinical supervision hours; or

- ○ A master's degree program, which includes at least 10 semester courses (minimum 360 hours) of training and education central to the practice of psychotherapy, excluding direct client contact hours and clinical supervision hours; or

- ○ A program in Indigenous practice of psychotherapy; or

- ○ The program does not fit any of the above descriptions.

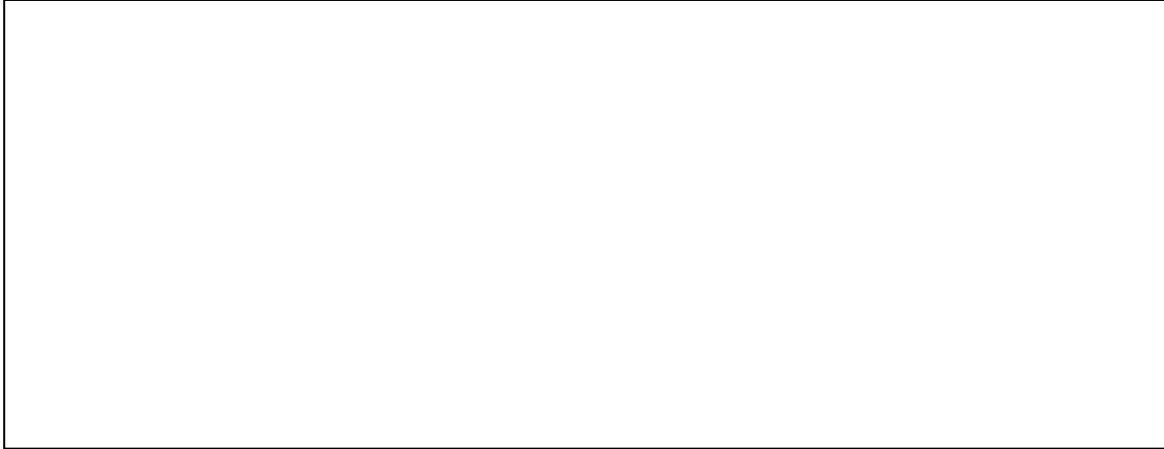21. Which statement below best describes your program's alignment with your choice above?

- ○ Program is closely aligned with the selected description.

- ○ Program is mostly aligned with the selected description.

- ○ Program is somewhat aligned with the selected description.

22. If the program does not align with any of the descriptions in Question 20, please explain.
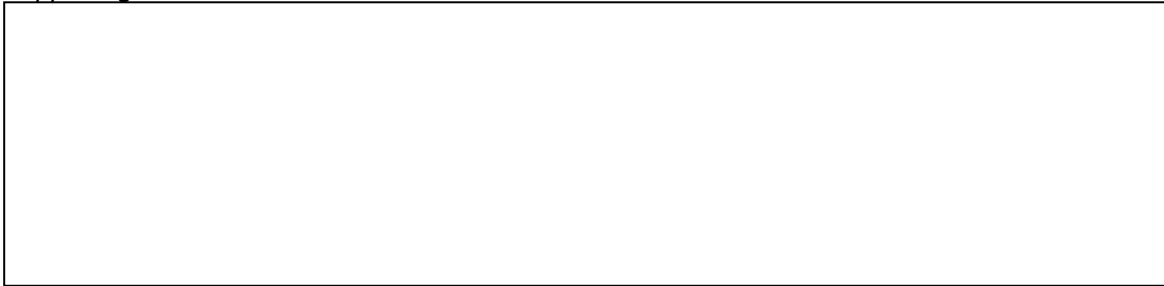
Supporting evidence

23. Describe how the program develops student competency in the safe and effective use of self in the therapeutic relationship.

(Safe and effective use of self speaks to one of the defining competencies of psychotherapy practice: the therapist's learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in the therapeutic relationship with the client. It also speaks to the therapist's self-reflective use of his or her personality, insights, perceptions, and judgments in order to optimize interactions with clients in the therapeutic process.)

Supporting evidence

5. Clinical Experience

When describing clinical experience gained as part of completing a program, please ensure that hours of education and training are not counted as direct client contact or clinical supervision hours. These activities cannot be double-counted.

When counting direct client contact hours, exclude role-playing activities completed in the program. While these are useful learning activities, only actual sessions with clients and clinical supervision connected to actual client sessions are eligible for consideration for registration purposes.

24. Does the program include a practicum or clinical placement?

☐ Yes   ☐ No

If yes, please provide a detailed description; distinguish between students observing therapy sessions and students conducting therapy with clients. Include information about safeguards in place regarding oversight of students. Describe other structured, scheduled learning activities that take place at the placement or practicum site, which are central to the practice of psychotherapy. Please note that subsequent questions ask about direct client contact hours and clinical supervision hours.

Supporting evidence

25. Does the program provide students with direct client contact hours?

☐ Yes   ☐ No

26. Does the program provide students with clinical supervision?
    For reference, the College defines clinical supervision as a contractual relationship in which a clinical supervisor engages with a supervisee to:
    - promote the professional growth of the supervisee;
    - enhance the supervisee's safe and effective use of self in the therapeutic relationship;
    - discuss the direction of therapy; and
    - safeguard the welfare of the client.

    ☐ Yes   ☐ No

    If yes, please provide a description including a breakdown of clinical supervision hours provided through the program, distinguishing between individual, dyadic, and group clinical supervision.

    Supporting evidence

27. On average, how many hours of clinical supervision do students complete by graduation?

28. On average, how many direct client contact hours do students complete by graduation?

Other Information

29. Is there anything else you would like to tell us about your program that has not already been included?

Supporting evidence

Glossary

Please provide a glossary of technical or modality-specific terms used in your application, including in the Competencies Mapping Tool submission and the content of uploaded documents. Enter your response below or reference an uploaded document. Note: As requested previously, try to keep the use of such terms to a minimum.

6. Competencies Mapping Tool

Instructions

The Mapping Tool is the primary instrument for determining whether education and training programs have the substantive elements required for recognition by the College. Specifically, it provides education and training programs with a way to:

- describe how the program enables students to develop key competencies drawn from the Entry-to-Practice Competency Profile for Registered Psychotherapists; and
- identify specific supporting evidence that substantiates statements regarding the program's alignment with the competencies.

The Mapping Tool was designed using the competencies detailed in the document Entry-to-Practice Competency Profile for Registered Psychotherapists[3]. A subset of competencies and sub-competencies was selected for use in the Mapping Tool, based on relevance to the development of key professional competencies by students.

The competencies in the Mapping Tool are grouped into five main areas:

    1.0 Foundations
    2.0 Collegial and Inter-professional Relationships
    3.0 Professional Responsibilities
    4.0 Therapeutic Process
    5.0 Professional Literature and Applied Research

Within each grouping are several "main competencies". For example, Foundations has five main competencies, as follows:

    1.1 Integrate a theory of human psychological functioning and development.
    1.2 Work within a framework based upon an established psychotherapeutic theory.
    1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
    1.4 Integrate awareness of self in relation to professional role.
    1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.

The tool also identifies sub-competencies for most main competencies. For example, main competency 1.1 includes the following sub-competencies:

    1.1.1 Integrate knowledge of human development across the lifespan.
    1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
    1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

In completing the Mapping Tool, programs should focus on the main competencies in each of the five areas. The sub-competencies are intended to clarify the main competencies. Detailed evidence of each sub-competency is not required; however, it is expected that programs may refer to some or all of the sub-competencies as examples when responding to each main competency.

The Mapping Tool provides two separate response fields for each main competency in which programs are asked to describe how they provide students with learning opportunities to develop the identified main competencies. The response fields are titled "Learning Activities Related to This Competency" and "Supporting Evidence".

Learning Activities Related to This Competency:
Write a concise explanation for each main competency (e.g. 1.1), describing how your program supports students in developing that competency. Programs should consider the sub-competencies (e.g. 1.1.1), but each sub-competency need not be addressed individually.

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[3] https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf

When completing the Mapping Tool, for each main competency, be sure to refer to:
- specific program content (concepts and skills) that develops the competency, including assignments and reading materials;
- methodology that supports students in developing the competency; and
- how the program evaluates the development of the competency in students.

If the program has elective courses or streams, the Mapping Tool should reflect how a student would be enabled to develop the entry-to-practice competencies with each elective or stream that is available. Carefully consider whether course/learning activities are needed to demonstrate how the program enables development of the competencies or could they be excluded from the application.

Supporting Evidence:
Reference specific evidence that supports the explanation provided in "Learning Activities Related to This Competency". The evidence should be sent as PDF documents along with the application form.

You must cite page numbers directing reviewers to the specific relevant information. Alternately, you may reference excerpts of lengthy documents; if you do so, you must provide the name/title of the document, the chapter/section number and page references. To facilitate the review process further, you may wish to highlight relevant passages of text in colour.

Provide supporting evidence in the following manner:
- Supporting documentation should include a detailed syllabus for each course that includes a description of content (concepts and skills to be learned), readings, evaluation process, and assignment descriptions.
- If citing a clinical placement or clinical learning experience, refer to documents such as confidentiality agreements, supervision agreements, descriptions of learning activities, and policies and/or procedures relating to the placement or learning experience, etc.
- When referring to a policy, refer to that policy document.
- Reference any additional material that you feel is relevant and will be helpful to reviewers.

When referencing supporting documentation, the following questions should be considered:
- Is it the most recent version? The application process involves reviewing the program as it is currently delivered, so the content should be reviewed to avoid using out-of-date versions of documents. If the document has not been revised in the same calendar year the program application is reviewed, a note should be made indicating that content has not changed.
- Is it complete? If a document references content that is relevant to competency development and that is not yet finalized or may be distributed to students in class, this content should be provided in the application. Ensure that supporting documents provide a description of learning activities, not just the title of the activity.
- Is it clear? Documents should have a consistent level of detail and structure, and any extracts should provide their source to identify the content's place in the program.

Weight of Particular Competencies
The following 10 competencies will be subject to the most detailed review:
- 1.1 Integrate a theory of human psychological functioning and development.
- 1.2 Work within a framework based upon an established psychotherapeutic theory.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
- 1.4 Integrate awareness of self in relation to professional role.
- 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
- 4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy.
- 4.2 Establish and maintain an effective therapeutic relationship.
- 4.3 Apply safe and effective use of self in the therapeutic relationship.
- 4.4 Conduct an appropriate risk assessment.
- 4.5 Structure and facilitate the therapeutic process.

The remaining competencies will be reviewed in a more summary manner, thus responses may be shorter.

Competencies

1.1 Integrate a theory of human psychological functioning and development
1.1.1 Integrate knowledge of human development across the lifespan.
1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
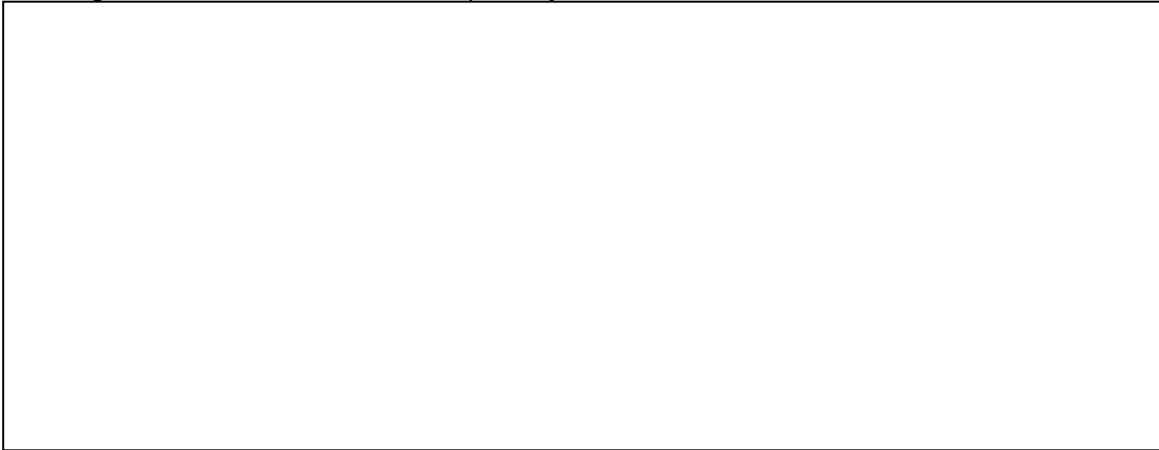
Learning Activities Related to This Competency

Supporting evidence

1.2 Work within a framework based upon an established psychotherapeutic theory
1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation (e.g., knowledge of the impact of trauma on psychological functioning)
1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.

Learning Activities Related to This Competency
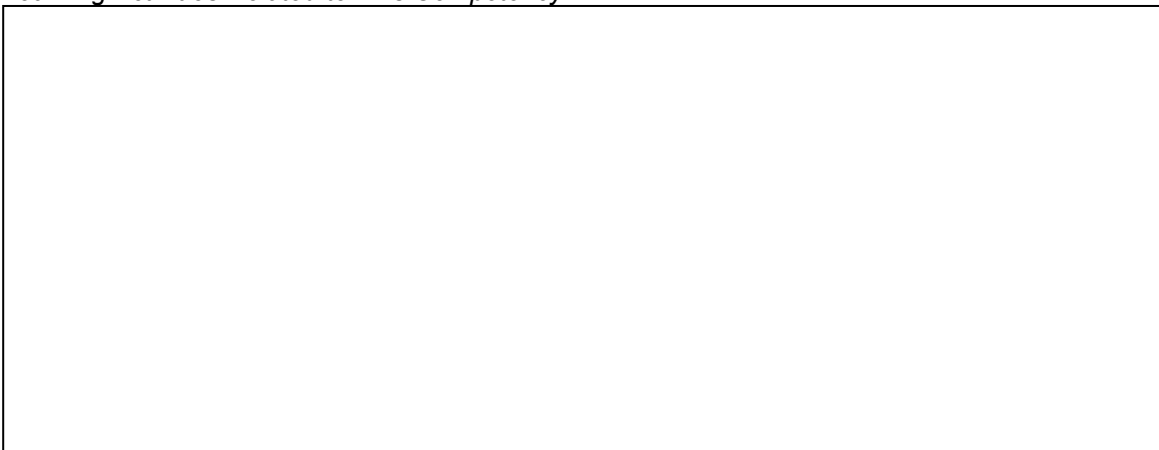
[blank box]

Supporting evidence

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1.3 Integrate knowledge of comparative psychotherapy relevant to practice
1.3.1 Recognize the major diagnostic categories in current use.
1.3.2 Recognize the major classes of psychoactive drugs and their effects.
1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.

Learning Activities Related to This Competency

[blank box]

Supporting evidence

[blank box]

1.4 Integrate awareness of self in relation to professional role
1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.
1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.
1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.
1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.

Learning Activities Related to This Competency

[blank box]

Supporting evidence

[blank box]

1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice
1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.
1.5.2 Recognize barriers that may affect access to therapeutic services.

1.5.3 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.

Learning Activities Related to This Competency

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Supporting evidence

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2.1 Use effective professional communication
2.1.1 Use clear and concise written, oral and electronic communication.
2.1.2 Use effective listening skills.
2.1.3 Recognize and respond appropriately to non-verbal communication.

Learning Activities Related to This Competency

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Supporting evidence

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2.2 Build and maintain effective relationships
2.2.1 Maintain appropriate professional boundaries.
2.2.2 Recognize and address conflict in a constructive manner.
2.2.3 Demonstrate personal and professional integrity.
2.2.4 Contribute to a collaborative and productive atmosphere.
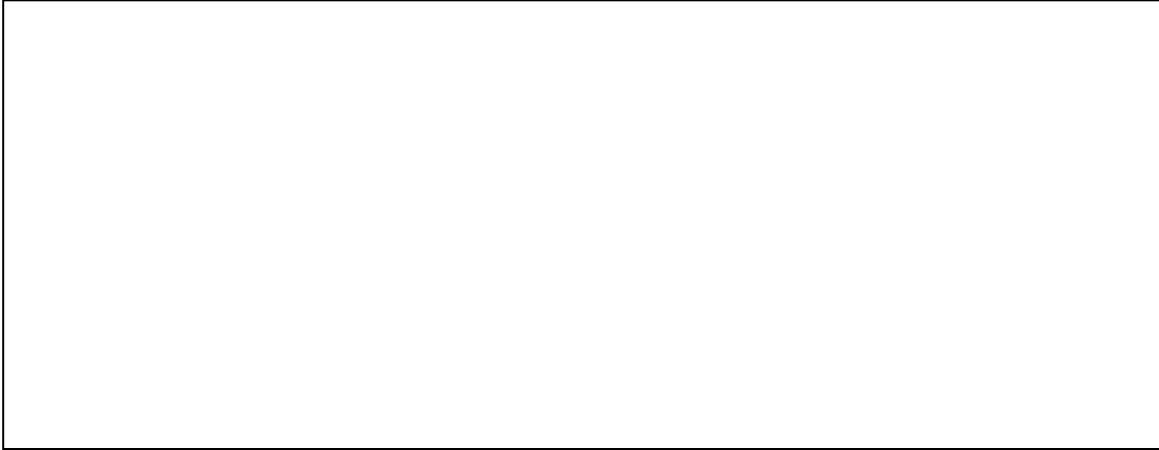
Learning Activities Related to This Competency

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Supporting evidence

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3.1 Comply with legal and professional obligations
3.1.1 Apply knowledge of pertinent federal and provincial legislation.
3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.
3.1.3 Identify organizational policies and practices that are inconsistent with legislation and professional standards.
3.1.4 Apply knowledge of relevant municipal and local by-laws related to private practice.
3.1.5 Protect client privacy and confidentiality.
3.1.6 Recognize the limits of the therapist's professional competence.

Learning Activities Related to This Competency

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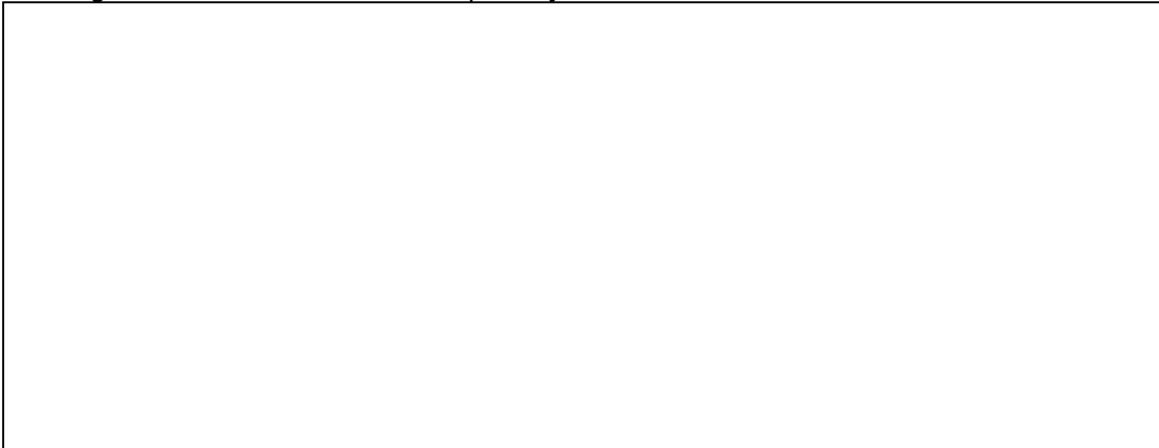
Supporting evidence

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3.2 Apply ethical decision making
3.2.1 Recognize ethical issues encountered in practice.
3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards.

Learning Activities Related to This Competency

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Supporting evidence

3.3 Maintain self-care and level of health necessary for responsible therapy

Learning Activities Related to This Competency

Supporting evidence

3.4 Obtain clinical supervision & consultation when necessary

Learning Activities Related to This Competency

Supporting evidence

3.5 Provide reports to third parties
3.5.1 Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.
3.5.2 Recognize ethical and legal implications when preparing third-party reports.

Learning Activities Related to This Competency

Supporting evidence

4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy

4.1.1 Describe therapist's education, qualifications and role.

4.1.2 Differentiate the role of the therapist in relation to other health professionals.

4.1.3 Explain the responsibilities of the client and the therapist in a therapeutic relationship.

4.1.4 Explain the advantages and disadvantages of participating in psychotherapy.

4.1.5 Explain client rights to privacy and confidentiality, and the limitations imposed upon them by law.

4.1.6 Explain relevant rules and policies.

4.1.7 Explain and obtain informed consent in accordance with legal requirements.

Learning Activities Related to This Competency

Supporting evidence

4.2 Establish and maintain an effective therapeutic relationship

4.2.1 Employ empathy, respect, and authenticity.

4.2.2 Establish rapport.

4.2.3 Demonstrate awareness of the impact of the client's context on the therapeutic process.

4.2.4 Demonstrate sensitivity to the setting in which therapy takes place.

4.2.5 Assume non-judgmental stance.
4.2.6 Explain theoretical concepts in terms the client can understand.
4.2.7 Foster client autonomy.
4.2.8 Maintain appropriate therapeutic boundaries, including defining clear boundaries of response to client's requests or demands.
4.2.9 Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
4.2.10 Employ effective skills in observation of self, the client and the therapeutic process.
4.2.11 Demonstrate dependability.
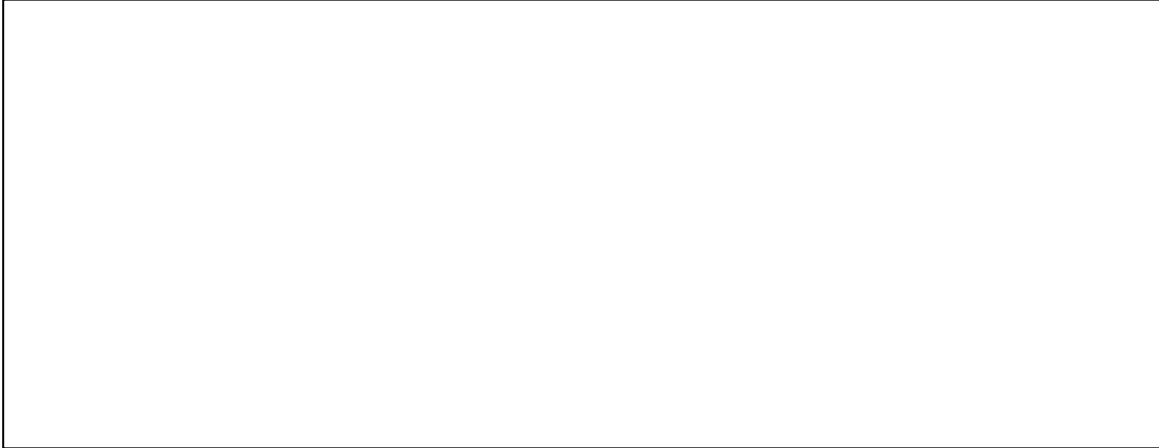
Learning Activities Related to This Competency

Supporting evidence

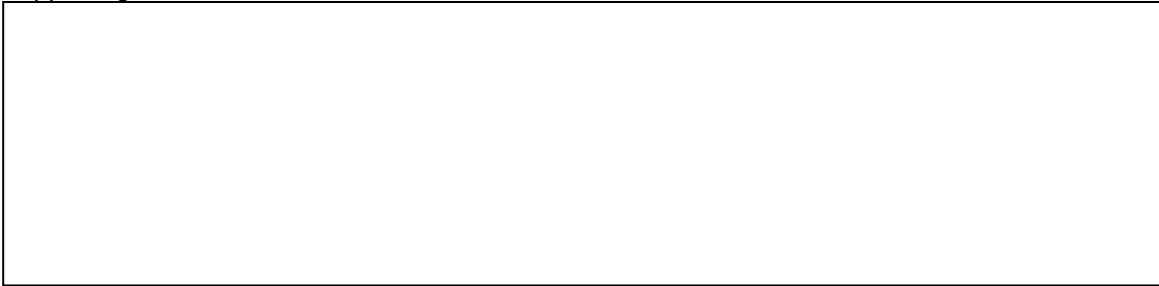**4.3 Apply safe and effective use of self in the therapeutic relationship**

(Safe and effective use of self in the psychotherapeutic relationship is one of the defining competencies of psychotherapy practice: the therapist's learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in the therapeutic relationship with the client. It also speaks to the therapist's self-reflective use of his or her personality, insights, perceptions, and judgments in order to optimize interactions with clients in the therapeutic process.)

4.3.1 Recognize the impact of power dynamics within the therapeutic relationship.
4.3.2 Protect client from imposition of the therapist's personal issues.
4.3.3 Use self-disclosure appropriately.
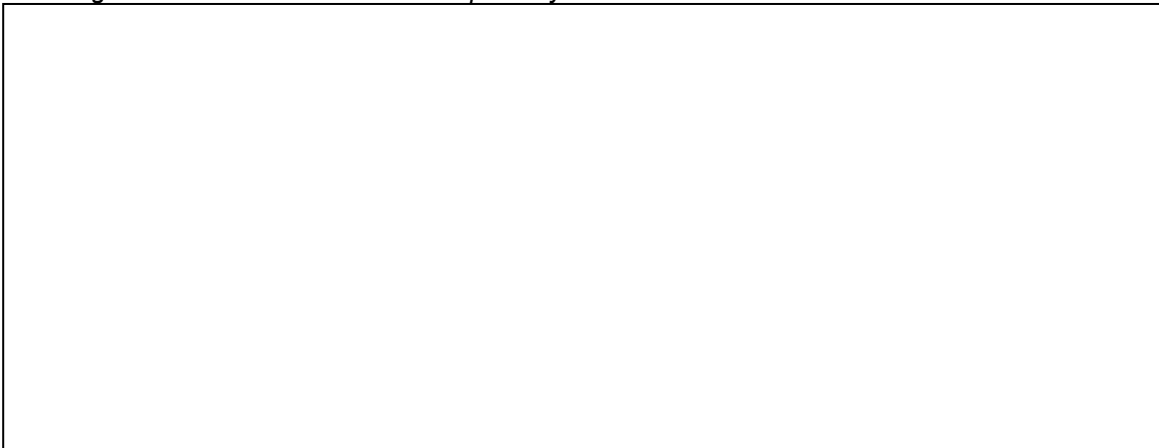
Learning Activities Related to This Competency

[empty box]

Supporting evidence

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4.4 Conduct an appropriate risk assessment
4.4.1 Develop safety plans with clients at risk.
4.4.2 Refer to specific professional services where appropriate.
4.4.3 Report to authorities as required by law.
4.4.4 Follow up to monitor risk over time.

Learning Activities Related to This Competency

[empty box]

Supporting evidence

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4.5 Structure and facilitate the therapeutic process
Structure the therapeutic process
4.5.1 Formulate an assessment.
4.5.2 Formulate a direction for treatment or therapy.
4.5.3 Review therapeutic process and progress with client periodically, and make appropriate adjustments.
4.5.4 Recognize when to discontinue or conclude therapy.

Facilitate the therapeutic process
4.5.5 Communicate in a manner appropriate to client's developmental level and sociocultural identity.
4.5.6 Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.
4.5.7 Respond non-reactively to anger, hostility and criticism from the client.
4.5.8 Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.
4.5.9 Focus and guide sessions.
4.5.10 Facilitate client exploration of issues and patterns of behaviour.

Learning Activities Related to This Competency

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Supporting evidence

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4.6 Identify when and how to refer clients appropriately

Learning Activities Related to This Competency

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Supporting evidence

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4.7 Conduct an effective closure process to end a course of therapy appropriately

Learning Activities Related to This Competency

Supporting evidence

5.1 Access and apply a range of relevant professional literature
5.1.1 Access current professional literature relevant to practice area.
5.1.2 Analyze information critically.
5.1.3 Apply knowledge gathered to enhance practice.

Learning Activities Related to This Competency

Supporting evidence

5.2 Use research findings to inform clinical practice

Learning Activities Related to This Competency

Supporting evidence

7. Statutory Declaration

Message to the Commissioner of Oaths:
The Declarant whose name appears below is submitting an application to the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario, a statutory regulatory body created in Ontario under authority of the *Regulated Health Professions Act, 1991*, and the *Psychotherapy Act, 2007*. The purpose of the application is for recognition of the psychotherapy education and training program with which the Declarant is affiliated. Kindly verify his or her identification and have the Declarant make this statutory declaration in your presence.

Name of program to which this declaration relates: _____

I, _____ solemnly declare:
      (print full legal name of program administrator)

that the information and supporting materials that I have provided or will provide in my program's application for review and recognition with the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario (CRPO) are truthful, accurate and complete to the best of my knowledge, and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

Signature of Declarant: _____ Date: _____

Declared before me _____

                      (printed name of Commissioner)

at the _____ of _____ this _____ day of _____ , 20_____ .
     (municipality type) (municipality name)   (day)   (month)   (year)

Signature of Commissioner: _____ A Commissioner, etc.

Type of Commissioner:
□ Commissioner of Oaths
□ Notary Public
□ Lawyer/Paralegal
□ Other

If Other, please specify qualification _____

Address of Commissioner: _____
                                   _____
                                   _____

Tel. no. of Commissioner: _____

Note: It is a criminal offence to knowingly make a false statutory declaration.

v. CRPO, January 4, 2020

Program Application Checklist

When submitting the application, please ensure that the following components are included in your email to programs@crpo.ca. All files should be in PDF format. It is helpful if you can provide a list of the attachments in your email so that staff can confirm that all documents have been received.

☐ Application form responses

☐ Supporting evidence (e.g. policies, syllabi, assignments)

☐ Statutory Declaration signed by program administrator and commissioner of oaths

The third-party reviewers will send you an invoice for the assessment fee after CRPO receives your application. The assessment fee is set by and paid directly to the third-party reviewers. All fees are non-refundable.

Please email programs@crpo.ca if you have questions about the review and recognition process.