**NOTE:** CRPO recommends drafting your responses to the mapping tool in this Word document so that you can easily save and edit the responses before submitting them. Then, you can copy and paste the responses into the online application form. Please note that the online form does not permit text formatting.

You must create an account, pay the fees, and submit your application online. This document is **not** the full application form. Completion of this form does not constitute submission of the application.

**Mapping Tool Instructions**

Applicants who are not students or graduates of a CRPO [recognized/accepted program](https://www.crpo.ca/recognized-accepted-programs/) must use the mapping tool to demonstrate how their education and training can be considered substantially equivalent to a recognized program.

Applicants must fully complete the mapping tool in accordance with these instructions. Applications lacking a properly completed mapping tool will be refused.

The mapping tool is based on the competencies described in the [Entry-to-Practice Competency Profile for Registered Psychotherapists](https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf).

The competencies in the mapping tool are grouped into five main areas:

1.0 Foundations

2.0 Collegial and interprofessional relationships

3.0 Professional responsibilities

4.0 Therapeutic process

5.0 Professional literature and applied research

Within each competency area there 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 mapping tool also identifies sub-competencies for most of the main competencies. For example, 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.

When completing the mapping tool, applicants should focus on the main competencies (e.g., 1.1, 1.2, 1.3, etc.) in each of the five areas. The sub-competencies (e.g., 1.1.1, 1.1.2) are intended to clarify the main competencies. Detailed evidence of each sub-competency is not required.

**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 less detailed manner, so responses may be shorter.

**Overview**

The mapping tool asks applicants to provide a general overview, in their own words, of their education and training in psychotherapy. For this question, applicants should refer to programs and any further education and training they have taken.

Applicants should explain how each program and/or partial program and any further training has contributed to their overall learning in the practice of psychotherapy.

**Competency areas**

For each main competency, the mapping tool has two response fields: "List learning activities" and “Explain in your own words how the listed learning activities developed this competency”.

**List learning activities**

For every main competency (e.g., 1.1), applicants must list learning activities which supported them in developing that competency. “Learning activities” is a broad term that includes courses, seminars, experiential learning, structured group work, exams, clinical placements, clinical supervision, and personal psychotherapy included as part of education and training. The focus is on didactic and experiential activities that take place in an educational setting with formal, graduate-level assessment of learning.

To meet CRPO’s minimum education requirement for registration, applicants must provide evidence that they have completed a program that meets CRPO’s [Program Definition Policy](https://www.crpo.ca/wp-content/uploads/2019/03/Program-Definition-Policy.pdf), and that they have completed graduate-level training for each competency.

When completing the mapping tool, applicants should focus on graduate-level training activities. Applicants can discuss other training to provide additional evidence that a competency has been covered, but this will not be sufficient on its own. Applications with training exclusively at the college/undergraduate level will be refused.

Other education and training that is not part of a coherent psychotherapy program must have admission criteria and an evaluative or certification component in order to be accepted by CRPO. Professional development workshops or seminars lacking an evaluative component will not be accepted. Activities such as professional experience outside of practicum placements, teaching, and supervising others should not be included, as learning in these activities is typically not assessed academically.

Applicants may repeat the same learning activities under several competencies. Applicants may also refer to a response provided for another competency, e.g., "See my response to competency 4.3."

**Explain how learning activities developed competency**

Applicants must describe how their education and training activities provided learning opportunities that developed the competencies.

**Supporting documents**

For each learning activity, be sure attach supporting documents to the online application form by clicking **Choose file(s)** under the header **Supporting documents**.

For example, if an applicant lists a course called “Ethics” under competency 3.2, they must attach a course outline or syllabus for that course and reference it under competency 3.2. Applicants should contact their school to obtain course outlines if they do not have their own. Course outlines should include the topics covered in the courses, as well as a breakdown of readings, assignments, and faculty information. Similarly, applicants must submit detailed descriptions of experiential learning activities, structured group work, clinical placements, etc.

Official course descriptions provided by the school or institution should be for the year in which the applicant completed the learning activity. For example, if the applicant took a course in 2010, they should reference the 2010 course description. If a school is unable to provide syllabi from the time frame that the applicant completed their study, then the applicant can provide more recent course outlines from the same program. The applicant will need to explain in their own words any major differences between the content of the provided course outlines and what they personally covered in the courses.

**If the applicant is unable to provide the course outline for a learning activity, they must describe it in detail in their own words**, including how it helped them to develop that competency. The applicant may describe the learning activity in the response field itself, or in a separate document that they attach to the mapping tool. Descriptions should include topics, learning outcomes, evaluation methods, readings, faculty information, assignment details, etc. If the course outline is not available, it is helpful to attach any related documentation available (e.g., assignments, handouts, lecture slides).

**Gaps**

The mapping tool provides applicants with an opportunity to identify any gaps in their education and training that may have been revealed when completing the mapping tool and to propose ways to fill such gaps.

If the gaps are minor and the applicant has shown awareness of them, the application may still be fully approved. Alternately, the application may be approved on the condition that the applicant complete some further education and training either prior to or within a specified time following issuance of a Certificate of Registration. It is to the applicant’s advantage to identify gaps and propose a solution that appropriately addresses them (e.g., take a course, enroll in a workshop, create a learning plan).

Applications that do not clearly meet the registration requirements are referred to a panel of the Registration Committee for a third-level review. If gaps are numerous or significant, the application may be refused.

**Competencies Mapping Tool**

**Describe in your own words your education and training central to the practice of psychotherapy. Provide sufficient detail so that reviewers will have a comprehensive understanding of how and why you believe your education and training is substantially equivalent to a recognized program.**

|  |
| --- |
|  |

**Have you identified any gaps in your development of the competencies? If so, describe the gaps and explain your thoughts and/or plan on how these may be addressed.**

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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. Recognize barriers that may affect access to therapeutic services.

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

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

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

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**3.4 Obtain clinical supervision & consultation when necessary**

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

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

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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**4.6 Identify when and how to refer clients appropriately**

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

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

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**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.

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |

**5.2 Use research findings to inform clinical practice**

List learning activities:

|  |
| --- |
|  |

Explain in your own words how the listed learning activities developed this competency:

|  |
| --- |
|  |