

# CRPO Evaluation Tool for Determining Substantial Equivalence of Psychotherapy Education & Training

NOTE: This document provides a sample of the rubric used by CRPO staff to assess education and training from non-recognized programs. It is provided for information only. Applicants do NOT need to fill out the document as part of their application. Completion of this document does NOT constitute submitting an application.

**Name of applicant:**

**Applicant ID #:**

**Summary and recommendation:**

**Name of all sources of applicant’s education & training in psychotherapy, and year each was completed:**

**Date review completed by staff:**

**Name of staff reviewer:**

### Scoring Evaluation Criteria

Staff score responses on a scale of 0 to 3 to aid their analysis; no formal cut-off or total score is required. However, the reviewer’s comments must reflect the assigned score for each criterion. The scale for scoring is:

- 0. Little to no evidence of meeting the required criterion
- 1. Limited evidence of meeting the required criterion
- 2. Evidence exists, but it is insufficient to meet the required criterion
- 3. Sufficient evidence exists to continue the application review process

Evaluation Criteria	Applicant Self-Identified Gaps	Score	Reviewer Comments
1. Education and training includes a minimum of 360 hours of training and education central to the practice of psychotherapy and excludes hours of direct client contact and clinical supervision.			
2. Education and training, all together, reflect the range of required competencies, even if applicant received education and training from more than one program.			

<p>3. Program information on reported education and training indicates, to the extent that information is available, a quality program by:</p> <ul style="list-style-type: none"> <li>• presence of coherent, detailed online information</li> <li>• faculty experienced in psychotherapy practice and education</li> <li>• accreditation and recognition from other bodies</li> <li>• graduate-level courses</li> </ul>			
<p>4. Completed Mapping Tool demonstrates applicant's knowledge of and insight to the entry-to-practice competencies gained from psychotherapy education and training.</p>			
<p>5. Education and training programs:</p> <ul style="list-style-type: none"> <li>• provide detailed and current learning content</li> <li>• incorporate a variety of learning methods</li> <li>• focus on safe and effective use of self in the psychotherapeutic relationship</li> <li>• use a broad variety of evaluation methods in assessing the applicant throughout education and training</li> </ul>			
<p>6. Applicant completed learning activities to develop key competencies.</p>			
<p><b>1.1 Integrate a theory of human psychological functioning and development</b></p> <p>1.1.1 Integrate knowledge of human development across the lifespan.</p> <p>1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</p> <p>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.</p>			
<p><b>1.2 Work within a framework based upon an established psychotherapeutic theory</b></p> <p>1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical</p>			

<p>orientation (e.g., knowledge of the impact of trauma on psychological functioning)</p> <p>1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.</p>			
<p><b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice</b></p> <p>1.3.1 Recognize the major diagnostic categories in current use.</p> <p>1.3.2 Recognize the major classes of psychoactive drugs and their effects.</p> <p>1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</p>			
<p><b>1.4 Integrate awareness of self in relation to professional role</b></p> <p>1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.</p> <p>1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.</p> <p>1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.</p> <p>1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.</p>			
<p><b>1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice</b></p> <p>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.</p> <p>1.5.2 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.</p>			
<p><b>4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy</b></p> <p>4.1.1 Describe therapist's education, qualifications and role.</p>			

<p>4.1.2 Differentiate the role of the therapist in relation to other health professionals.</p> <p>4.1.3 Explain the responsibilities of the client and the therapist in a therapeutic relationship.</p> <p>4.1.4 Explain the advantages and disadvantages of participating in psychotherapy.</p> <p>4.1.5 Explain client rights to privacy and confidentiality, and the limitations imposed upon them by law.</p> <p>4.1.6 Explain relevant rules and policies.</p> <p>4.1.7 Explain and obtain informed consent in accordance with legal requirements.</p>			
<p><b>4.2 Establish and maintain an effective therapeutic relationship</b></p> <p>4.2.1 Employ empathy, respect, and authenticity.</p> <p>4.2.2 Establish rapport.</p> <p>4.2.3 Demonstrate awareness of the impact of the client's context on the therapeutic process.</p> <p>4.2.4 Demonstrate sensitivity to the setting in which therapy takes place.</p> <p>4.2.5 Assume non-judgmental stance.</p> <p>4.2.6 Explain theoretical concepts in terms the client can understand.</p> <p>4.2.7 Foster client autonomy.</p> <p>4.2.8 Maintain appropriate therapeutic boundaries, including defining clear boundaries of response to client's requests or demands.</p> <p>4.2.9 Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.</p> <p>4.2.10 Employ effective skills in observation of self, the client and the therapeutic process.</p> <p>4.2.11 Demonstrate dependability.</p>			
<p><b>4.3 Apply safe and effective use of self in the therapeutic relationship</b></p> <p>4.3.1 Recognize the impact of power dynamics within the therapeutic relationship.</p> <p>4.3.2 Protect client from imposition of the therapist's personal issues.</p> <p>4.3.3 Use self-disclosure appropriately.</p>			
<p><b>4.4 Conduct an appropriate risk assessment</b></p>			

<p>4.4.1 Develop safety plans with clients at risk.</p> <p>4.4.2 Refer to specific professional services where appropriate.</p> <p>4.4.3 Report to authorities as required by law.</p> <p>4.4.4 Follow up to monitor risk over time.</p>			
<p><b>4.5 Structure and facilitate the therapeutic process</b></p> <p><b>Structure the therapeutic process</b></p> <p>4.5.1 Formulate an assessment.</p> <p>4.5.2 Formulate a direction for treatment or therapy.</p> <p>4.5.3 Review therapeutic process and progress with client periodically, and make appropriate adjustments.</p> <p>4.5.4 Recognize when to discontinue or conclude therapy.</p> <p><b>Facilitate the therapeutic process</b></p> <p>4.5.5 Communicate in a manner appropriate to client's developmental level and sociocultural identity.</p> <p>4.5.6 Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.</p> <p>4.5.7 Respond non-reactively to anger, hostility and criticism from the client.</p> <p>4.5.8 Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.</p> <p>4.5.9 Focus and guide sessions.</p> <p>4.5.10 Facilitate client exploration of issues and patterns of behaviour.</p>			
<p>7. Applicant has completed learning activities that indicate at least 80% competence in each of the remaining competencies.</p>			
<p><b>2.1 Use effective professional communication</b></p> <p>2.1.1 Use clear and concise written, oral and electronic communication.</p> <p>2.1.2 Use effective listening skills.</p> <p>2.1.3 Recognize and respond appropriately to non-verbal communication.</p>			

<p><b>2.2 Build and maintain effective relationships</b></p> <p>2.2.1 Maintain appropriate professional boundaries.</p> <p>2.2.2 Recognize and address conflict in a constructive manner.</p> <p>2.2.3 Demonstrate personal and professional integrity.</p> <p>2.2.4 Contribute to a collaborative and productive atmosphere.</p>			
<p><b>3.1 Comply with legal and professional obligations</b></p> <p>3.1.1 Apply knowledge of pertinent federal and provincial legislation.</p> <p>3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.</p> <p>3.1.3 Identify organizational policies and practices that are inconsistent with legislation and professional standards.</p> <p>3.1.4 Apply knowledge of relevant municipal and local by-laws related to private practice.</p> <p>3.1.5 Protect client privacy and confidentiality.</p> <p>3.1.6 Recognize the limits of the therapist's professional competence.</p>			
<p><b>3.2 Apply ethical decision making</b></p> <p>3.2.1 Recognize ethical issues encountered in practice.</p> <p>3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards.</p>			
<p><b>3.3 Maintain self-care and level of health necessary for responsible therapy</b></p>			
<p><b>3.4 Obtain clinical supervision &amp; consultation when necessary</b></p>			
<p><b>3.5 Provide reports to third parties</b></p> <p>3.5.1 Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.</p> <p>3.5.2 Recognize ethical and legal implications when preparing third-party reports.</p>			
<p><b>4.6 Identify when and how to refer clients appropriately</b></p>			

<b>4.7 Conduct an effective closure process to end a course of therapy appropriately</b>			
<b>5.1 Access and apply a range of relevant professional literature</b> 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.			
<b>5.2 Use research findings to inform clinical practice</b>			

**Applicant's self-identified gaps:**

SAMPLE