

Program Recognition Application Form

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

Programs should read the Program Recognition FAQ before completing the application form.

Application Form

The application form consists of six sections:

1. Program Information
2. Organizational Attributes
3. Key Program Components
4. Clinical Experience
5. Competencies Mapping Tool
6. Statutory Declaration

This document is fillable so that you can type your responses into the form. Following each question, there is space to reference supporting evidence. List the **file names** of the documents you wish to reference, followed by the relevant page/section/chapter numbers (e.g., "Program Staffing Structure.pdf, pages 1-3"). 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 Contact Information

Provide contact information for the person who should be contacted about the application. If the program is recognized, this person will be designated the primary contact. Please inform CRPO if there are changes to this information or if you wish to designate an additional program contact.

Program contact name: _____

Program contact title: _____

Program contact email address: _____

Program contact phone number: _____

Program contact mailing address: _____

Invoice Contact Information

Provide contact information for the person who should receive the program recognition application fee invoice.

Invoice contact name: _____

Invoice contact title: _____

Invoice contact email address: _____

Invoice contact phone number: _____

Invoice contact mailing address: _____

Program Information

Program Title: _____

Program Website: _____

Year program was founded: _____

Faculty/Department/Division: _____

Faculty/Department/Division Website: _____

Degree/Diploma/Certificate Granted: _____

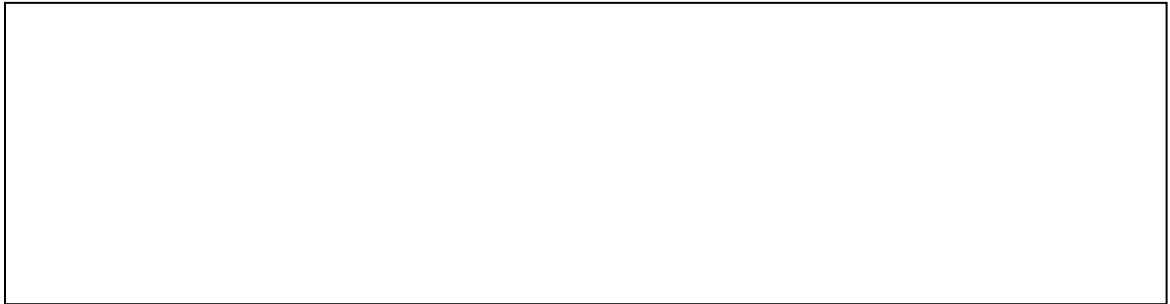
Clearly specify the full degree/diploma/certificate earned through the program, including the relevant stream, focus, or concentration. This information should match what appears on transcripts sent to the College.

Abbreviation of Degree/Diploma/Certificate Granted (enter N/A if not applicable):

Program Description

1. Brief description of program. (350 words maximum)

Supporting evidence (maximum 5 attachments)



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.

(350 words maximum)



Supporting evidence (maximum 5 attachments)



3. Explain why the program should be recognized by the College. (350 words maximum)

Supporting evidence (maximum 5 attachments)

2. Organizational Attributes

4. Is this program currently operating?

Yes

No

If no, please provide an explanation of the program's history and current status. (350 words maximum)

Supporting evidence (maximum 5 attachments)

5. Provide projected student numbers for the next three years.

Year	Number of students admitted to program	Number of students expected to graduate	Number of students expected to apply to CRPO
1			
2			
3			

If you have additional comments on projected student numbers, provide below. (350 words maximum)

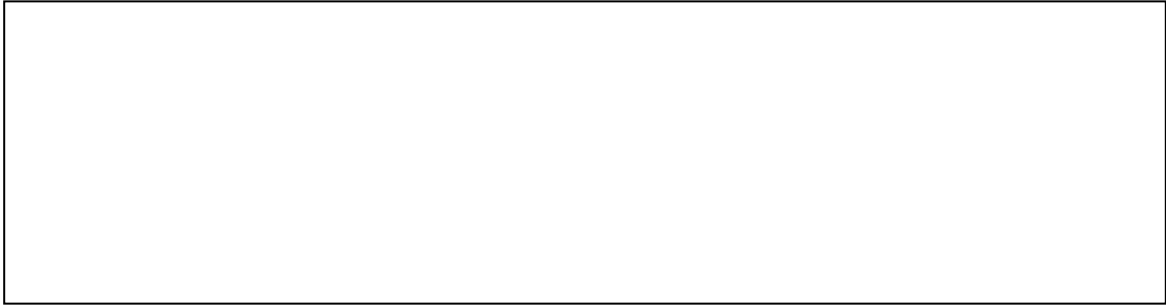
Supporting evidence (maximum 5 attachments)

6. Describe the program's staffing structure, policies, and practices. (350 words maximum)

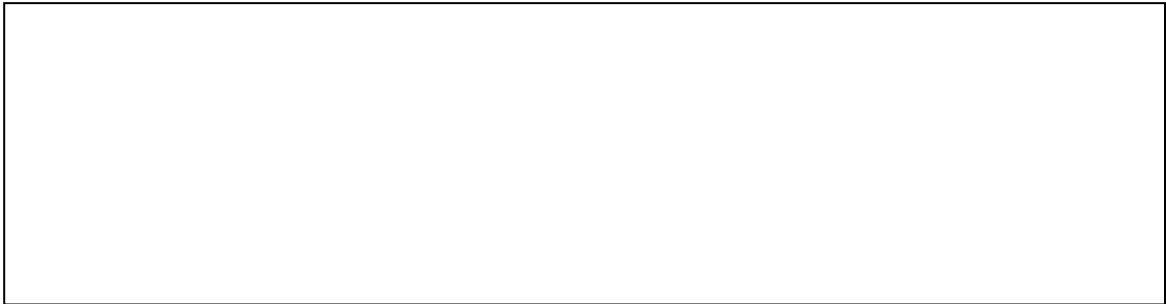
Supporting evidence (maximum 5 attachments)

7. Describe how faculty members are academically, professionally, and experientially qualified, and in sufficient numbers to achieve the education and training goals of the program. (350 words maximum)

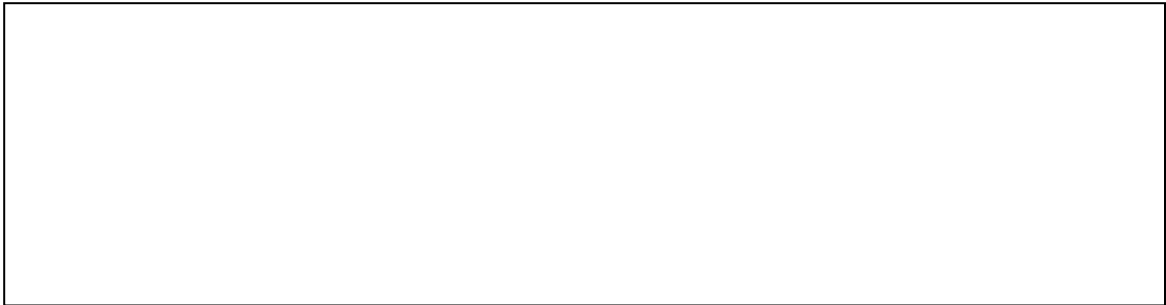
Supporting evidence (maximum 5 attachments)



8. Describe program staff's regular meetings and/or consultations. (350 words maximum)



Supporting evidence (maximum 5 attachments)



Ethics and Standards

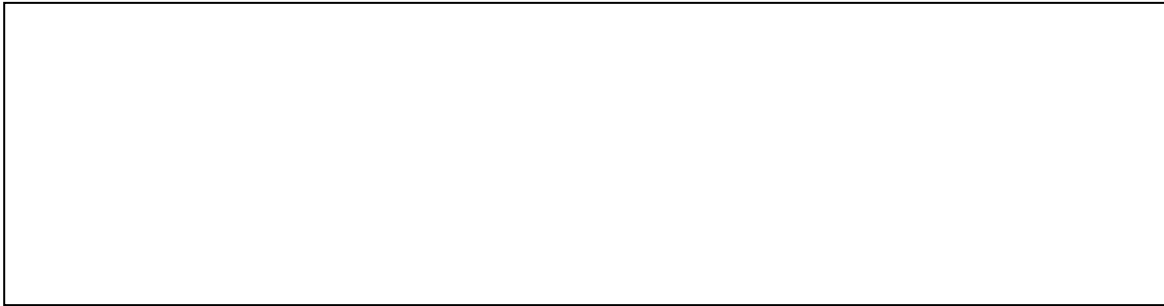
9. Describe the published code of ethics and professional practice standards to which faculty, students and clinical supervisors subscribe. (350 words maximum)

Supporting evidence (maximum 5 attachments)

Complaints Procedures

10. Describe policies and procedures for addressing formal student complaints. (350 words maximum)

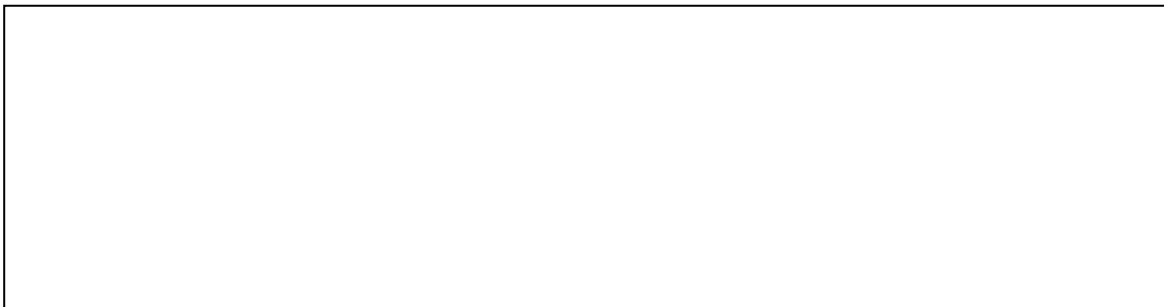
Supporting evidence (maximum 5 attachments)



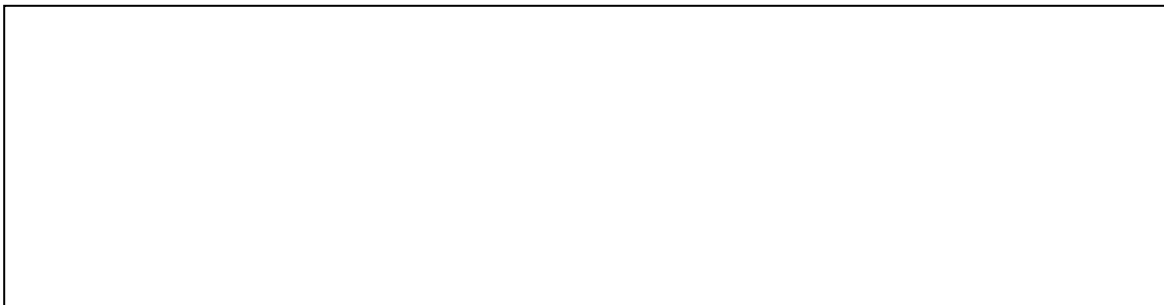
3. Key Program Components

11. Describe how program faculty are involved in regularly reviewing the Entry-to-Practice Competency Profile for Registered Psychotherapists (RPs) and registration requirements of the College. The purpose is to determine whether students can reasonably be expected to successfully enter the profession.

(350 words maximum)



Supporting evidence (maximum 5 attachments)



12. Describe the program's mission, goals, and educational outcomes. (350 words maximum)

Supporting evidence (maximum 5 attachments)

Program Admissions

13. Describe the program's admission criteria and processes. (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 are deemed equivalent to an undergraduate education?

Yes

No

Note that any such equivalency process must be rigorous, defensible and used only in exceptional circumstances.

16. Explain how frequently students are admitted using the Prior Learning Assessment and Recognition (PLAR) process. Programs employing such a process should review CRPO's PLAR guidelines.¹ (350 words maximum)

¹ <https://crpo.ca/wp-content/uploads/2024/09/Prior-Learning-Assessment-and-Recognition-Guidelines-May622.pdf>

Supporting evidence

If the program employs PLAR, provide documentation of the following:

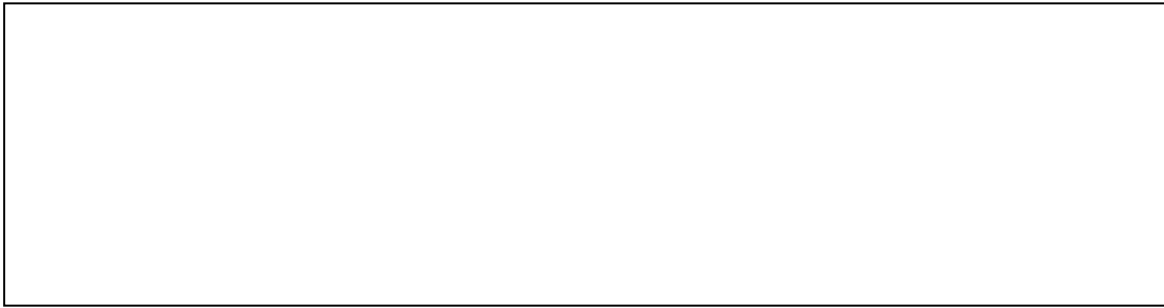
- Published assessment policy (setting out admissions criteria, process, reviewers, possible outcomes, appeal mechanism, timeline)
- Published assessment standards
- Evaluation of applicant's self-reported learning activities
- Evaluation of applicant's self-assessment of learning
- Evaluation of applicant's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

Program Delivery and Evaluation

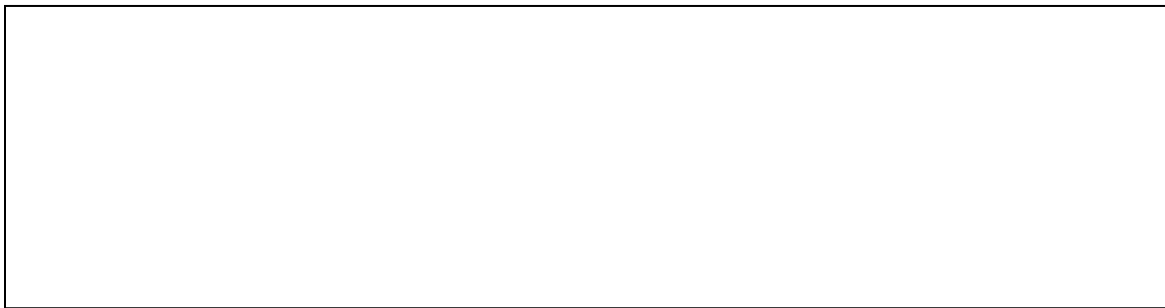
Responses to the questions in this section can be best supported with the inclusion of course syllabi.

17. Describe method(s) of program delivery (lectures, group learning, online or web-based media, etc.). (350 words maximum)

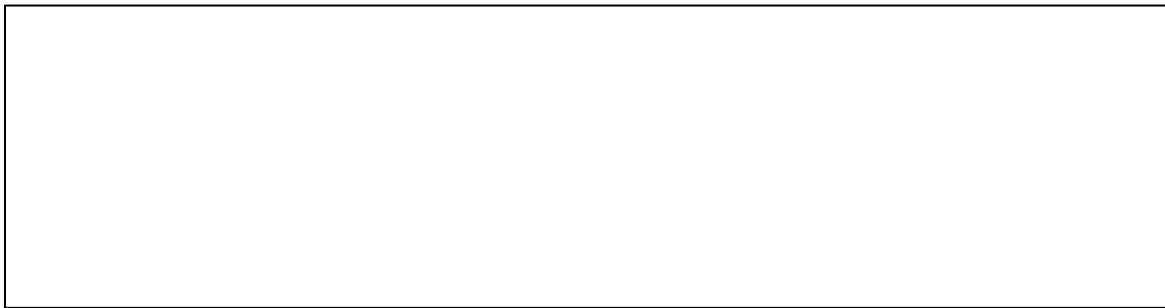
Supporting evidence (maximum 5 attachments)



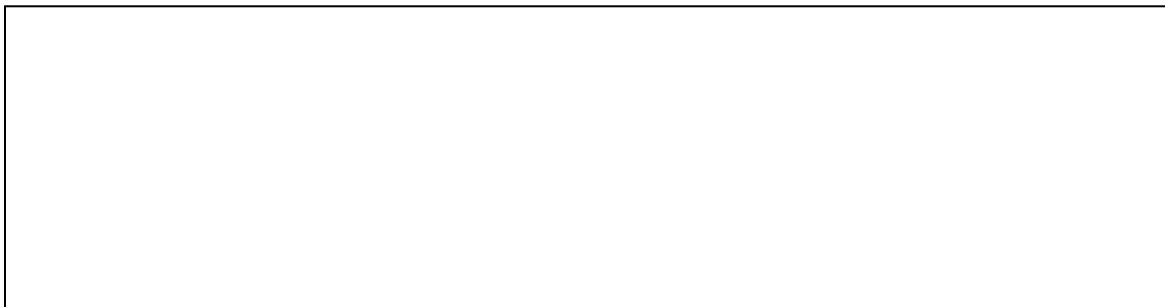
18. Describe how students are evaluated throughout the program. *(350 words maximum)*



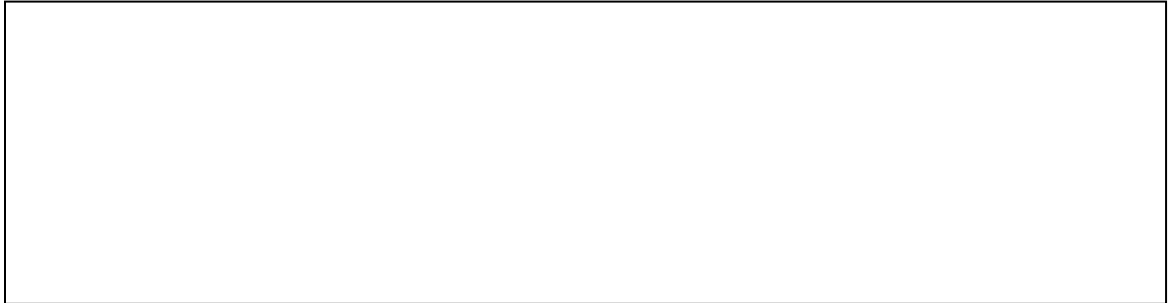
Supporting evidence (maximum 5 attachments)



19. Describe how faculty/staff evaluate the program, and how student feedback is acquired and included in the review. *(350 words maximum)*



Supporting evidence (maximum 5 attachments)



20. Describe how the program develops student competency in the safe and effective use of self (SEUS) in the therapeutic relationship. Describe how SEUS is a core component of the program. (350 words maximum)

(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 (maximum 5 attachments)



4. Clinical Experience

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

21. Describe how students apply and develop their knowledge of the entry-to-practice competencies by completing direct client contact hours through a practicum or clinical placement.
 - Distinguish between students observing therapy sessions and students conducting therapy with clients (the former does not count as DCC).
 - 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.

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. (350 words maximum)

Supporting evidence (maximum 5 attachments)

22. Describe the clinical supervision provided through the program, including a breakdown of individual, dyadic, and group clinical supervision hours. Note that groups must be limited to a maximum of eight supervisees to count toward CRPO registration requirements. (350 words maximum)

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.*

Supporting evidence (maximum 5 attachments)

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

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

Other Information

25. Provide any further helpful information about the program that is not included in the responses. (350 words maximum)

Supporting evidence (maximum 5 attachments)

Glossary

26. 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.

5. Competencies Mapping Tool

Instructions

The Mapping Tool provides two separate response fields for each competency where the program can describe how students are provided with learning opportunities to develop the identified competencies:

Learning Activities Related to This Competency:

Write a concise explanation for each main competency (e.g. 1.1), describing how the program supports students in developing that competency. Reference specific learning activities (e.g., lectures, assignments, readings).

Be sure to refer to:

- specific program content that develops the competency, including reading materials;
- methodology that supports students in developing the competency; and
- how the program evaluates the students' development of the competency.

Course syllabi should provide evidence of these items.

Supporting Evidence:

Include PDF documents that support the explanation provided in "Learning Activities Related to This Competency."

- Reference excerpts of lengthy documents, providing the name/title of the document, the chapter/section number and page references.
- When referring to a specific course, reference the course outline or syllabus, citing page numbers, etc.
- Supporting documents should provide a description of learning activities, not just the title of the activity.

When referencing supporting documentation, consider the following:

- 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.

- Is it clear?
 - Documents should have a consistent level of detail and structure
 - Any extracts should provide their source to identify the content's place in the program.

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

1.3 Integrate knowledge of comparative psychotherapy relevant to practice

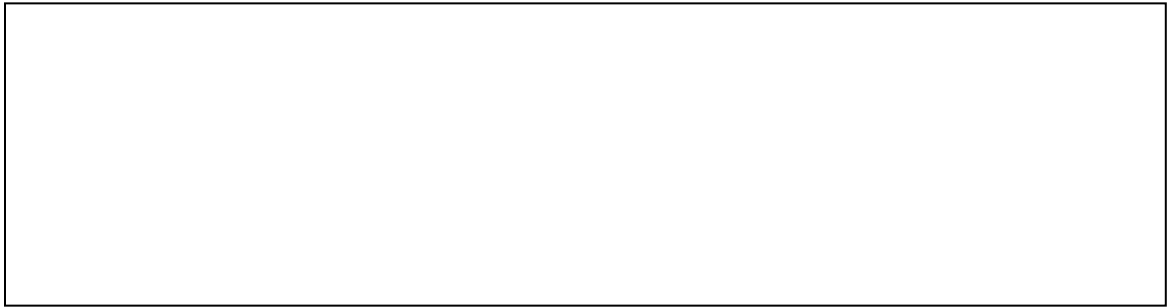
1.3.1 Recognize the major diagnostic categories in current use.

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)



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 (350 words maximum)



Supporting evidence (maximum 5 attachments)



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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

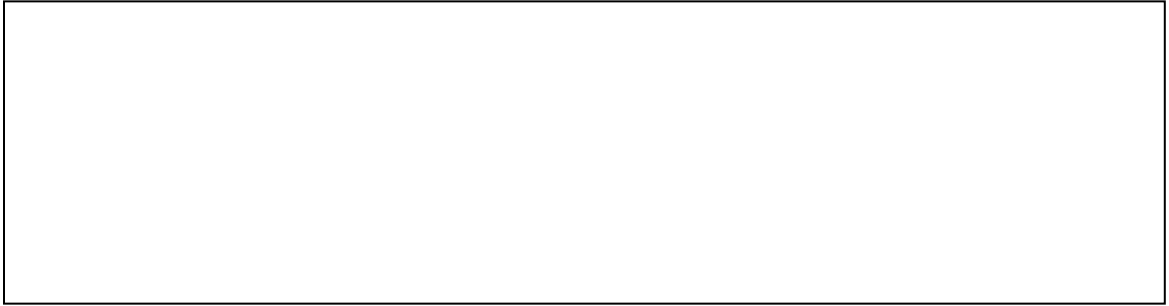
3.2 Apply ethical decision making

3.2.1 Recognize ethical issues encountered in practice.

3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards.

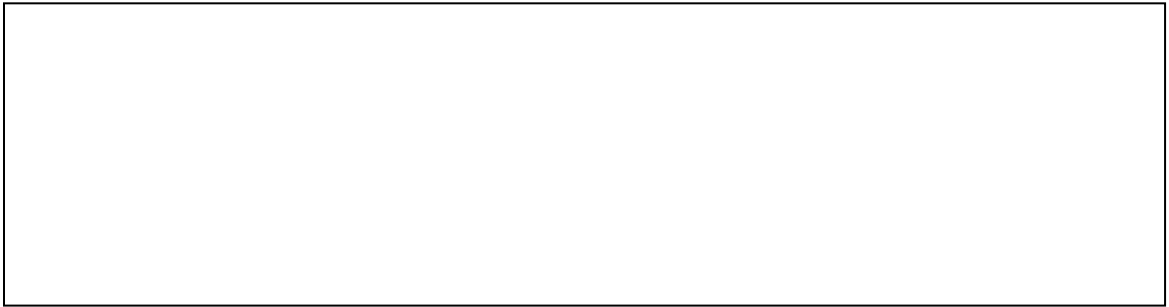
Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)



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

Learning Activities Related to This Competency (350 words maximum)



Supporting evidence (maximum 5 attachments)



3.4 Obtain clinical supervision & consultation when necessary

Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)

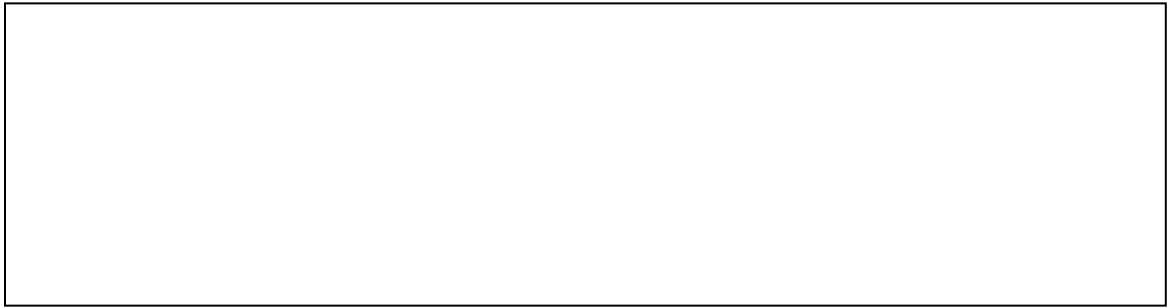
3.5 Provide reports to third parties

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 (350 words maximum)


Supporting evidence (maximum 5 attachments)



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 (350 words maximum)



Supporting evidence (maximum 5 attachments)



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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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.

(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.)

Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)

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 (350 words maximum)

Supporting evidence (maximum 5 attachments)

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.

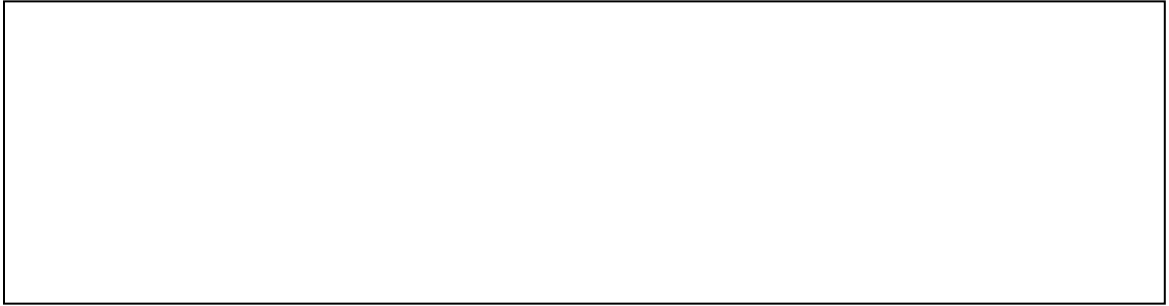
Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)

4.6 Identify when and how to refer clients appropriately

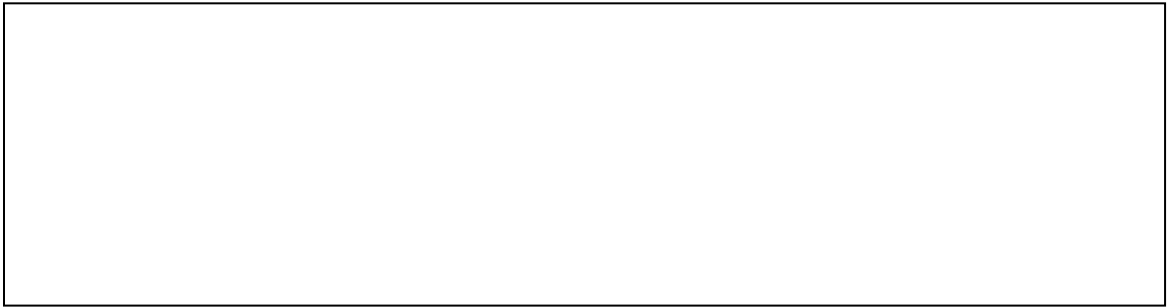
Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)



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

Learning Activities Related to This Competency (350 words maximum)



Supporting evidence (maximum 5 attachments)



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.

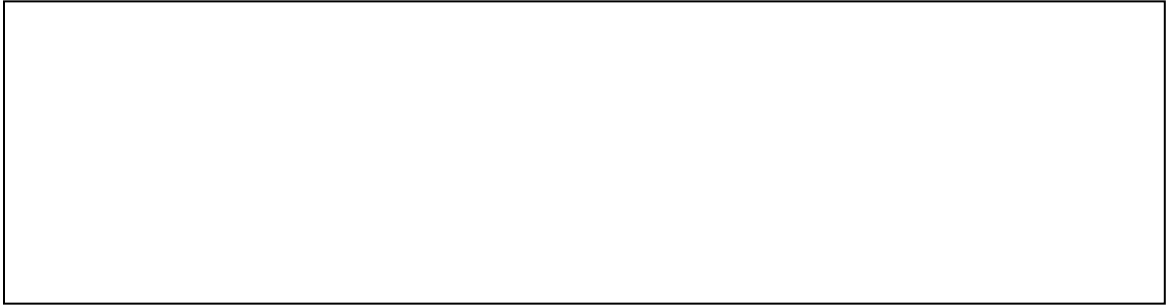
Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)

5.2 Use research findings to inform clinical practice

Learning Activities Related to This Competency (350 words maximum)

Supporting evidence (maximum 5 attachments)

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6. 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 their 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 – Registration Number _____
- 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.

Program Application Checklist

Before submitting the application, you are encouraged to:

- Review the Program Recognition FAQ
- Review all responses, attachments, and links
- Ask a colleague who was not involved in preparing the application to review it

When submitting the application, please ensure that the following components are included in your email to programs@crpo.ca:

- Application form responses
- Supporting evidence (e.g. policies, syllabi, assignments) in PDF format
- Statutory Declaration signed by program administrator and commissioner of oaths

Provide a list of the attachments in the email so that staff can confirm that all documents have been received.

The third-party reviewers will invoice for the assessment fee after CRPO receives the 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 recognition process.