College of Registered Psychotherapists of Ontario

Entry-to-Practice Registration Examination Resource Manual

Canadian Professional Standard for Counselling and Psychotherapy (CPSCP):

Entry-to-Practice Competency Assessment

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About this Guide

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

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

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

The Registration Examination is administered using online protocols. It is delivered exclusively using remote proctoring technology for candidates. Candidates taking the Registration Examination must pay close attention to the specific responsibilities, requirements, rules, and protocols that must be followed. Taking the examination using a remote proctor also includes an enhanced Candidate Agreement.

Section 1: Examination Content and Format

About the Registration Examination

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

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

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

I. Make an initial assessment
   At least 10-15% of assessment

II. Establish a working relationship
   At least 10-15% of assessment

III. Therapeutic relationship
   At least 25-30% of assessment

IV. Working towards change
   At least 5-10% of assessment

V. Manage separation and ending
   At least 5-10% of assessment

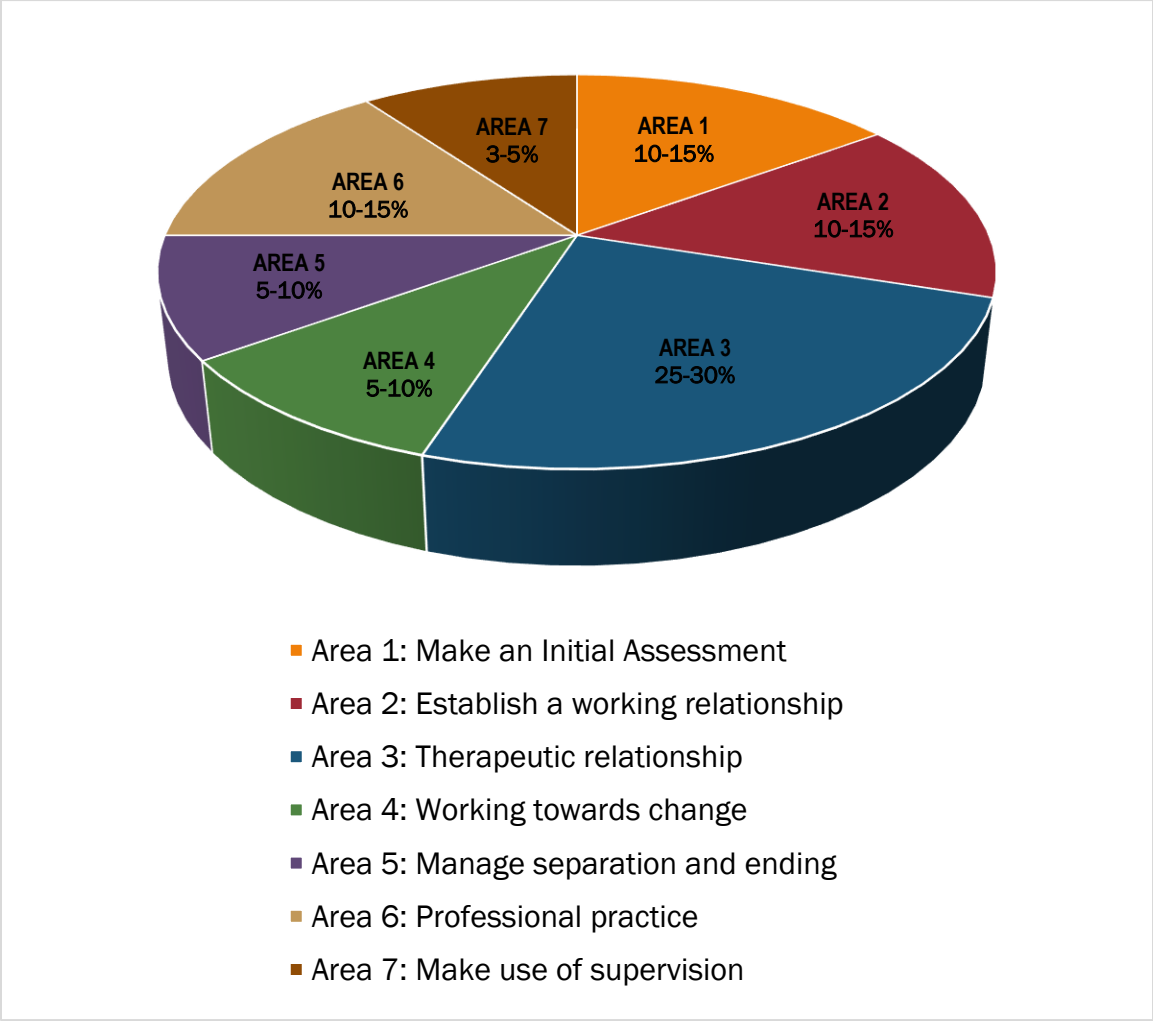
VI. Professional practice
   At least 10-15% of assessment

VII. Make use of supervision
   At least 3-5% of assessment

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

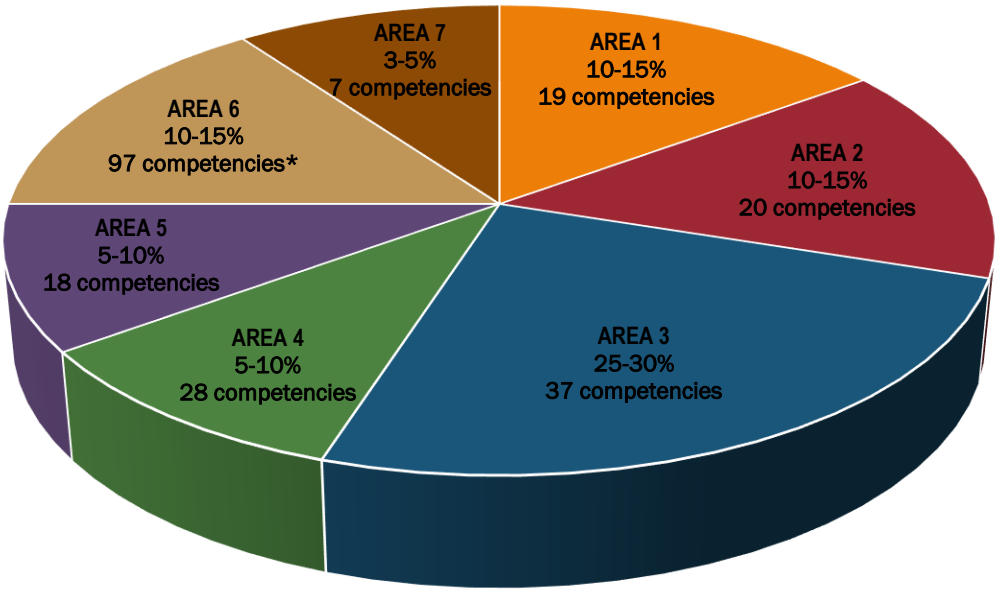
The following diagrams provide visual representations of the test blueprint and the competency area alignments:

Diagram 1: Examination Content — Context



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

Diagram 2: Examination Content — Registered Psychotherapist Competencies



- Area 1: Competencies 1.5, 3.5, 4.4
- Area 2: Competencies 4.1, 4.3
- Area 3: Competencies 1.2, 1.3, 4.2, 4.5
- Area 4: Competencies 1.1, 1.2, 1.3, 1.4, 1.5 3.1
- Area 5: Competencies 4.6, 4.7
- Area 6: Competencies 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2
- Area 7: Competencies 3.5

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

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

Registration Examination Format and Content

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

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

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

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

Simulation Sample

Each simulation on the Registration Examination consists of three components:

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

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

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

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

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

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

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

SAMPLE SIMULATION[1]

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

Section A

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

(SELECT AS MANY of the following 5 options as you consider indicated in this Section)

- Client's self awareness

  Lucia is reflective and articulate
- Current physical ailments

  Lucia has minor aches and pains
- Presenting problem

  Lucia feels sad, no energy, has trouble sleeping
- Prior mental health treatment

  Lucia has no history of mental health services
- Children's educational problems

  The children are progressing well at school

5-7 more choices would appear here on a complete problem.
[Note: In this section, competencies 4.2e; 4.5b, g, i, k, l are being assessed]

NEXT

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

Section B

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

(SELECT AS MANY of the following 5 options as you consider indicated in this Section)

- Refer to social services

  Lucia isn't interested

- Refer to medical doctor

  Lucia doesn't respond

- Offer individual therapy

  Lucia shows interest

- Offer family therapy

  Lucia doesn't respond

- Provide a brief description about experience and expertise with similar presenting problems

  Lucia feels reassured

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

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

PREVIOUS NEXT

Section C

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

(SELECT AS MANY of the following 6 options as you consider indicated in this Section)

- Have a telephone conversation with the husband

  Lucia doesn't respond
- Establish short-term objectives with the client

  Lucia gets involved in the process
- Plan for the children to attend therapy sessions

  Lucia isn't interested
- Establish treatment issues for therapy with the client

  Lucia gets involved in the process
- Obtain consent to consult with the client's doctor

  Lucia provides consent
- Obtain a psychosocial history

  Lucia verifies her intake information

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

PREVIOUS NEXT

Section D

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

(CHOOSE ONLY ONE of the 4 options in this Section)

- Connect client with social services

  Lucia isn't interested
- Explore issues and patterns of behaviour

  Lucia doesn't engage
- Conduct a risk assessment

  Assessment completed
- Refer client to a medical doctor

  Lucia doesn't respond

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

PREVIOUS NEXT

Section E

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

(SELECT AS MANY of the following 11 options as you consider indicated in this Section)

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

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

PREVIOUS NEXT

Section F

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

(CHOOSE ONLY ONE of the 4 options in this Section)

- Contact the client

  Lucia thanks you for calling

- Send a letter explaining the agency policy and provide a refund for the client's final session

  The letter is sent

- Record in the client's file that she did not attend her termination session

  The file is updated

- Contact the emergency person listed in the client's file

  The contact person says she had lunch with Lucia and will call her

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

THIS IS THE FINAL SECTION IN THIS SIMULATION

PREVIOUS

SUBMIT SIMULATION

Note: on the last section of each simulation, a new navigational button will appear that indicates "SUBMIT SIMULATION". This button ends access to the simulation in which the test-taker is currently working and moves the test-taker to the next simulation.

Competency Profile Alignments and Calibrated Scoring

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

Table 1: Calibration Range and Rationale

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

Competency Profile Alignments and Calibrated Scoring in Action

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

Simulation Sample – Section E of LUCIA

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

(SELECT AS MANY of the following 11 options as you consider indicated in this Section)

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

Scoring for the Registration Examination

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

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

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

Test-Taking Tips

1. Read thoroughly and carefully. Follow all directions. Moving to the next section of a simulation requires you to click "NEXT" at the bottom of your screen. Clicking "PREVIOUS" will take you back to the previous section of the simulation.
2. There are ten simulations on the registration examination. Depending on your areas of experience and expertise, some of the simulations may take you more or less time than others. This is common. Simulations vary in length, but typically have approximately five to eight sections. It is a 3-hour examination. If you find yourself taking more than 30 to 45 minutes for multiple simulations, you will likely have difficulty completing all simulations within the 3-hour time period.
3. When a question asks you for information relevant to a specific time (for example, in this session or for next session), select only those responses relevant to that time period.
4. When a question asks you for information relevant to a purpose (for example, for treatment planning, for rebuilding alliance), select only those responses relevant to that purpose.
5. **There is no way for you to change your mind once you click on a response, even if you click by mistake.** Consider your decisions and actions deliberately and carefully. All responses are scored and will affect the overall assessment results.
6. Think of the simulated situation in terms of real life. Take into account the context of the client.

7. Remember that when there are multiple options, some of the options will be calibrated at a +3 (of central importance for good client care – omission would result in serious damage), +2 (strongly facilitative of good client care), +1 (mildly facilitative of good client care), -1 (mildly detrimental to client care in terms of cost, time, risk of morbidity and/or mortality), and -2 (seriously detrimental to client care in terms of cost, time, pain, risk of morbidity and/or mortality), and -3 (gravely damaging to client care). You want to select the positive options and avoid the negative options.
8. Consider using the electronic notepad as a strategy for collecting your thoughts, potential selections, etc before committing to an option. The notepad automatically saves your notes. Your notes will be visible to you wherever you navigate in a simulation. They are no longer available once you have completed and submitted the entire simulation.
9. When selecting options, consider those items that you absolutely know are essential to good client care. Ignore those items that you absolutely know would, in the context given, contravene the RP Profile, and therefore negatively affect the client, the therapeutic relationship, etc. Look over the remaining options. Ask yourself if you think there are any other responses that seem to be helpful to the specific context provided in the preamble of the section and aligned with the RP Profile.
10. If you find yourself thinking, "I wonder if they mean…", or "I wonder if they are assuming…" you are likely starting to second-guess yourself. The initial response of test takers is most often the best response.

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

Section 2:
Technical Preparations for Examination

Taking the Assessment: Security and Logistics

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

There are specific technical preparations and requirements to take the online examination using a remote proctor. Detailed requirements related to hardware, software, and testing environment are provided on page 23.

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

- Secure online, bilingual application to write the assessment
- Optional case study workbook to familiarize the candidate with professional competency-based processes
- Optional, short practice exam (4 simulations) using the same platform, protocols, and proctors used for the Registration Examination
- Navigational tutorial and navigational guide for all registered test-takers to allow practice navigating the examination platform
- Test-taker guidebook (Resource Manual) to familiarize the candidate with the process and the testing platform
- Proctor guidance and reporting system
- Accessibility and reasonable accommodations for persons requiring support to write due to disability or medical condition

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

- Computer lock-down to prevent theft of test information
- Secure remote proctoring services using proctors experienced in high-stakes assessments only
- Two camera surveillance system
- Individual passcodes for use of testing platform
- Lockdown browser

- Two pieces of photo-ID government-issued identification plus official confirmation of unique identifier code provided to candidates to write the assessment (from regulatory college).

Every attempt has been made to secure sufficient proctors and time slots to ensure candidates are able to access the examination during the examination time period.

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

Remote Proctoring Environment:

Technical requirements and testing for online exams

The security and integrity of the remotely proctored CRPO Registration Examination will be administered through a partnership with MonitorEDU. MonitorEDU follows industry best practices in compliance with standards defined by international accrediting bodies.

Remotely proctored CRPO Registration Examinations will be available through a secure, browser-based platform that locks down your computer. This means the computer cannot be used for any other purpose, or to access any other material.

The examination will be remotely proctored using a process of livestreaming using the candidate's computer webcam and smartphone video technology. That means a proctor will verify your identification and monitor you as you write the exam.

TESTING ENVIRONMENT

Each CRPO candidate is responsible for providing a secure, private, and uncluttered location or room, equipped with internet connectivity, to take the remotely proctored CRPO Registration Examination. This can be in a family home, but it should be an area where you will not be interrupted. If you do not have access to a location with these basic specifications, we recommend you contact a local library, university, or other institution to determine if one is available.

Candidates' hardware requirements and Internet bandwidth must be pre-checked through MonitorEDU. **You must have administrator rights to your technology.** You will also be required to clear your cache at the conclusion of the examination administration. To pre-check your technology, using the computer and browser you will be using for your remotely proctored CRPO Registration Examination, please go to: **monitoredu.com/faq NO LATER THAN 6:00 PM (Eastern Canada) 5 days prior to the day of your exam.**

ENSURE YOU PRE-CHECK your technology at a time consistent with the time you will be taking your examination. Network congestion, the number of devices connected, and even the distance from the server affects the speed and connectivity strength. It is recommended that you connect directly into your modem wherever possible.

In order to support successful completion of the remotely proctored CRPO Registration Examination, candidates are required to set up in a private, enclosed room. The testing environment should be, and remain comfortable, quiet, and free of distractions for the duration of the exam.

This means:

- access to a cleared desk or tabletop and chair. The areas beneath the desk and chair must be clear. (The proctor will check this.)
  Prohibited: Testing on beds, sofas, recliners, or other areas where items can be easily hidden is not allowed.
- There can be only limited noise from outside of the examination room (e.g., TV, conversation, music) so it does not interfere with the candidate's ability to write the examination or the ability of the proctor to monitor the exam.

- The computer and phone **must remain plugged in** for the duration of the examination.
- Landlines, non-required electronics, and any security or recording devices in the room must be removed or turned off.
- No one can enter the examination room while the exam is in progress.

PROHIBITED ITEMS

(These items are a security risk)

- Bluetooth enabled devices (e.g., headphones, speakers, mouse technology)
- Any device capable of transmitting and receiving data (other than the computer and mobile device being used for examination administration) Examples include recording devices, Smart glasses, Smart watches, Smart jewellery
- Any enabled application or computer program capable of recording, saving, copying, or transmitting computer screen or keyboarding
- Paper and writing implement

TECHNICAL REQUIREMENTS

Some of these requirements allow the online proctor to monitor you during the exam using audio and two cameras: your computer webcam and the camera in your mobile device. If that device is a Smart phone, only the camera must be functioning. All other features and applications of the phone must be disabled during the examination.

COMPUTER: Laptop (with integrated monitor and webcam) or desktop computer and monitor equipped with a webcam, with an operating system of Windows 7 or higher, or Mac OSX 10.15.x or higher. The webcam is to allow the proctor to monitor your room during the exam. The following devices are **NOT** compatible with remotely proctored examinations: Chromebooks, Surface devices, iPads, tablets, devices using a Linux operating system.

COMPUTER SCREEN: You are allowed the use of one (1) computer screen that must be connected without Bluetooth technology to the one computer locked down for use for the remotely proctored CRPO Registration Examination. If you are using a laptop, ONLY the integrated monitor may be used. If you are using a computer, you may use ONLY one connected monitor.

BROWSER: You must have an up-to-date version of Google Chrome (50+). *Google Chrome will be loaded during pre-exam configuration if it is not detected on your computer. Ensure you have any required permissions for downloading Google Chrome (50+) if it is not currently on your computer.*

MOBILE DEVICE: Either a Smart phone or tablet with an Android 4.1 or higher, or (Apple) iOS 6.0 equipped with a camera. This is to allow the proctor to do a location check.

INTERNET CONNECTION: A reliable internet connection is required with a minimum upload speed of 1MB/second. Wi-fi connectivity will be required for the mobile device. Remote proctoring and the examination content cannot be effectively delivered without a reliable internet connection with this minimum upload speed. It is recommended that you connect directly into your modem wherever possible.

ELECTRICAL EXTENSION CORD: minimum 6 feet or 2 meters long, available in case the proctor determines your work station should be re-arranged.

Online Exam Tips

Before for the Exam

Before the online exams, you must do the following to prepare:

- If you have not received details about the proposed start time of your exam a minimum of 2 days before the exam, please contact info@compassexams.ca.
- Find a quiet place to write the exam, so you won't be interrupted--it should have a desk or table that is clear of items, and a chair.
- Review the Registration Examination Candidate Agreement.
- Check out the proctoring video (https://monitoredu.com/faq).
- Make sure your set-up meets all technical requirements.
- Test your hardware (computer system) and internet bandwidth at least 5 days before the exam and again on exam day. To do so, contact MonitorEDU (https://monitoredu.com/faq).

***Important note: It is your responsibility to meet the minimum standards for remotely proctored examinations as stipulated in the Candidate Agreement including, but not restricted to: testing your hardware with MonitorEDU as directed; ensuring functioning hardware, software, internet connectivity; following the directions of the proctor, and maintaining a safe and secure testing environment. Any failures that result from unmet minimum standards SHALL NOT be grounds for appeal.**

During the Exam

What you **CAN'T** do*

- Allow anyone into the exam room/space while you are writing
- Use or have present any electronic tools or devices, other than those required for the exam
- Wear a watch or wrist jewellery (including a Smart watch)
- Wear or have Smartglasses in the exam room
- Wear a hat, hood, coat, or bulky clothing (unless it is religious attire)
- Wear headphones or earplugs (foam or silicone earplugs are permissible)
- Have anything in your pockets
- Have a pencil/pen, or any printed materials on your desk (e.g., notes, books, paper)
- Disclose to anyone, or reproduce or publish, any of the exam content or exam materials

*Note that the MonitorEDU Proctoring Policy/Rules(https://monitoredu.com/faq) are generic; they apply generally to all high-stakes examinations. Nuances to these policies and rules that are specific or unique to the Registration Examination are provided in this Resource Manual.

What you **CAN** do

- Take breaks – you are allowed breaks of up to 5 minutes each. First, notify the Proctor. The time for the exam continues to run during the breaks. If there is an unusual pattern in your breaks, the proctor may think it is a risk to the security or integrity of the exam. If so, the proctor typically asks you about your breaks. In rare circumstances, if breaks are unexplainable or there are rule violations, a brief video recording is taken. COMPASS and MonitorEDU may review video footage to determine if that is the case. Providers and Proctors may also take appropriate action
- Have food and water (in clear containers) handy
- Have access to medications and/or medical equipment ONLY when this requirement has been identified during the registration process with your Regulatory College
- Use the electronic notepad on the task bar of your exam to take notes
- Use the digital countdown clock on the task bar to manage your time

What you **MUST** do

In the Queue

- Log in to write your exam 10-15 minutes in advance.
- Identify if you are writing the examination in English or French.
- Identify if you require an English/French/female proctor.
- Identify if you have any accommodations for writing the examination.
- Identify if you have any religious restrictions (e.g., head covering, modesty, requirement for female proctor).
- Identify if you are wearing hearing aids.

What to Expect from the Proctors Immediately Prior to and During your Examination

- A request to show 2 pieces of valid government-issued photo ID to the proctor before your exam
- Requests from the proctor to undergo security checks for prohibited items (e.g., checks for electronics, wrist jewellery [including smart watches], smart glasses, earphones/buds/plugs, empty pockets, scrap paper, resource materials, etc.)
- Support from the proctor should any unforeseen events occur (e.g., problem solving technical issues)

Note:

The number of available proctors to begin the queuing process is based on the volume of test-takers scheduled to take the examination at a given time. The length of time waiting in the queue to begin the examination administration varies depending on the volume of test-takers who have undertaken the pre-exam checks, have administrator rights to their technology, and have readily

available information. Queue times increase in duration when technical issues of various test-takers prevent smooth transitions into examination administration, creating a bottleneck effect. The examination administration time DOES NOT START until the test-taker clicks "start assessment" on the Welcome Screen of the examination platform.

Every effort is made to address bottlenecks as soon as possible. Test-takers are reminded to not exit the queue and re-enter. This action removes the test-taker from their current place in the queue and places them at the end of the queue. Please be patient.

The role of proctors is to perform surveillance and security duties. They support test-takers throughout the exam-taking process and escalate issues beyond their role and function to senior staff.

For instance, **proctors do not provide**:
-information related to the content of the examination;
-information related to the navigation of the examination;
-information related to regulatory colleges.

Proctors do provide:
-flexibility when test-takers require additional time to begin the examination process;
-support in preparing technology for the examination process;
-documentation of unforeseen events;
-information to senior staff when a test-taker requires additional assistance.

Technical Difficulties
Experiencing technical difficulties or can't access your exam? Contact MonitorEDU at **https://monitoredu.com/faq** or COMPASS at **info@compassexams.ca**

Additional Resources

The entry-to-practice Registration Examination is computer-based, simulation-style, and competency-based. It requires that test-takers apply their psychotherapy-based knowledge, skills, and attributes to therapeutic situations. The *Ontario Competency Profile for Registered Psychotherapists* to which the Examination is aligned, will be most helpful to the preparation process and is available at no cost on the CRPO website. This profile provides the competency areas on which candidates will be tested.

COMPASS provides a "navigational tutorial" and navigational guide which uses the testing platform. It contains two simulations unrelated to psychotherapy. It is designed solely to provide an opportunity for individuals to practice navigating the testing platform and using its features. The navigational tutorial is made available to all registered candidates once the booking window for each examination administration has closed.

COMPASS also offers a downloadable competency-based case study workbook at no cost on its website (https://www.compassexams.ca/self-assessment/competency-based-case-study-workbook/) to support competency-based processes.

COMPASS offers an optional, single-use, short practice exam (4 simulations) for registered candidates only using the same platform, protocols, and proctors used for the Registration Examination (associated fee). This practice exam is available for purchase only during the booking window. The booking window for the practice examination is the same as the booking window for the Registration Examination.

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

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

Frequently Asked Questions

1. **I haven't taken a large scale assessment before. What can I expect?**
   Large scale assessments are strictly supervised by trained proctors to standardize the test-taking experience. You must provide 2 pieces of identification to the proctor.

   During the remotely proctored examination, you will not be permitted to communicate with others, access any personal belongings, or use dictionaries. You cannot read the examination content aloud. There is a strict 3-hour time limit, unless otherwise pre-arranged through approved accommodations. You must be ready to take the examination at your scheduled time, and must have 2 pieces of identification to show to the proctor and have the computer password in order to successfully login to the examination.

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

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

   Asking yourself (or study partners) "what if" questions are helpful to considering good client care options based on professional competencies. Generating ideas that will pose a challenge to you in several of the competency areas can cause in-depth competency-based discussions. Here are some examples of a few "what if" questions that could lead to a

discussion of contexts and potentially appropriate actions based on competency areas:

What if…

- a client suddenly appeared at my office without an appointment and was clearly distraught
- I experienced a rupture in the therapeutic alliance
- a client arrived for an appointment inebriated
- a client was exhibiting behaviours that were uncharacteristic

Working through "what if" questions are often helpful in placing yourself in simulated situations and considering what information would need to be gathered and what types of decisions would need to be made for good client care.

3. **How does the calibration of options work? How do I know how many options to pick in a simulation? What if I "over-select" or "under-select"?**
Read each section thoroughly and carefully. Follow all directions. When a question asks you for information relevant to a specific time (for example, in this session or for next session), click with your mouse only those responses relevant to that time period. **Remember, that once you click an option, you cannot unclick it.**

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

   As indicated in the *Resource Manual* (see section on Competency Profile Alignments and Calibrated Scoring), all options in the examination have a point value associated with them.

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

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

Each section and each simulation is unique. There is not a specific number of options that are positive nor a specific number of options that are negative in any given section or simulation. All of the options have a calibrated value based on the competency profile and the client context. In other words, you might find one section with ten options: three options might have a value of -1, three options might have a value of +2, two options might have a value of +1, and two options might have a value of -2.

Another section might also have ten options but there are four options with a value of -2, four options with a value of +2, one option with a value of -1 and one option with a value of +1. This means that when you are considering selecting options in the exam, you must keep in mind the context of the client, what you already know about the client, what your purpose is, and what good client care would be. It also means that it would not be helpful to pick options based on how many options are available.

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

Example: Simulation X
Section Y

Context statement is located here.

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

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

If Candidate B selected options 1, 4, 5, 6, and 11, the score would be 4.
If Candidate C selected all options, the score would be 0.
If Candidate D selected no options, the score would be 0.
If Candidate E selected options 1, 2, 4, 7 and 11, the score would be -1.
If Candidate F selected options 1, 5, 6, 8, 9 and 11, the score would be 8.

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

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

4. What happens if I skip a simulation?

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

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

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

The registration examination includes a "test-retest" feature in which the same competency is assessed in different circumstances in the same examination (e.g., active listening with a geriatric man and active listening

with a young child; risk assessment in an out-patient facility and risk assessment in private practice).

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

7. **What reference materials may I have during examination administration?**
   No reference materials, writing implements, or paper are permitted during the administration of the Registration Examination.

8. **Where do I locate my unique identifier code? Why do I need it?**
   Your unique identifier code is an alphanumerical identifier that is provided directly to you by your Regulatory College. For registrants of CRPO, this alphanumeric code begins with the letter "T", followed by several numerals. This code links you and only you securely to your examination and its results. Proctors will require this code to ensure that you are the correct person assigned to the examination. It is the combination of your unique identifier code, your government-issued identification, and your full name that links your examination to you. Because of the importance of this code, it is only your Regulatory College that can release it to you.

Section 3:
Policies and Restrictions

INDEPENDENT TESTING AGENCY The COMPASS Centre for Examination Development (COMPASS) contracts with MonitorEDU to assist in the administration of the computer-based CRPO registration examination (CPSCP assessment).

EQUALITY POLICY COMPASS and MonitorEDU do not discriminate against candidates on the basis of gender, race, creed, age, gender identity, sexual orientation or national origin.

EXAMINATION ADMINISTRATION The examination is administered exclusively using remote proctoring services. The examination is administered by appointment only on dates advertised and authorized by COMPASS.

REGISTERING FOR AN EXAMINATION To begin the registration process, you must first have been advised by CRPO that you are eligible to write the registration examination. The CRPO provides you with a unique identification number that is used to complete the online registration process and to complete the post-exam survey.

EXAMINATION RE-REGISTRATION If you were unsuccessful in your examination attempt, you may retest at the next administration of the examination, unless otherwise advised by CRPO. The actual retest date will depend on the annual testing schedule. A separate fee is required each time you register for the exam.

TAKING THE EXAMINATION The CRPO registration examination is delivered by computer remotely through MonitorEDU. You do not need computer experience or typing skills to take the examination. Please be online 15 minutes before the start time of your scheduled examination.

FEES AND REFUND POLICY Candidates must submit the appropriate fee (exam fee appears with applicable taxes included) when registering online. Payment may be made by credit card or Paypal. Examination fees are not refundable or transferable.

SCHEDULING AN EXAMINATION When scheduling an examination, be prepared to confirm the location from which you will be testing, a preferred time and date for testing, and to provide your unique identification number. MonitorEDU uses this number only as an identification number in maintaining your record. All candidates writing their examination are required to agree to a candidate statement of understanding that includes responsibilities related to standards for technical and environmental conditions, as well as check-in processes through MonitorEDU.

EXAMINATION RESTRICTIONS

- All candidates are encouraged to use the electronic notepad on the taskbar of the examination software for taking notes. **The electronic notes will appear when navigating in a section or when reviewing a section.** No documents or notes of any kind may be brought into or removed from the examination room.
- No questions concerning the content of the exam may be asked during the examination. You cannot read examination content aloud.
- You may take a short break whenever you wish, but you will not be given additional time to test. You must alert the proctor at any time that you will be away from the computer screen.

MISCONDUCT Individuals who engage in any of the following conduct may be dismissed from the examination and will forfeit their scores and fees:

- Failing to follow the directions of the proctor;
- Creating a disturbance or being abusive or otherwise uncooperative;
- Displaying and/or using electronic communications equipment such as pagers, cellphones or PDAs;
- Giving or receiving help;
- Attempting to record examination questions or make notes;
- Attempting to take the examination for someone else; or
- Being observed with notes, books or other aids.

COPYRIGHTED EXAMINATION QUESTIONS All examination questions are the copyrighted property of COMPASS. It is forbidden under federal copyright law to copy, reproduce, record, distribute or display these examination questions by any means, in whole or in part. Those who do so may be subject to severe civil and criminal penalties.

FOLLOWING THE EXAMINATION After completing the examination, candidates are asked to complete a short survey.

RECEIVING YOUR RESULTS COMPASS reserves the right to withdraw or void official scores if it is found that a candidate engaged in misconduct, wrongfully sat for the examination, or violated the regulations of COMPASS, CRPO, and MonitorEDU. Six to eight weeks following the administration of the examination, an electronic pass/fail report will be transmitted by COMPASS to the e-address provided by candidates to their regulatory college.

SCORES CANCELLED BY COMPASS, CRPO, and MonitorEDU COMPASS, CRPO, and MonitorEDU are responsible for the validity and integrity of the scores they report. On occasion, occurrences such as computer malfunction or misconduct by a candidate may cause a score to be suspect. COMPASS, CRPO, and MonitorEDU reserve the right to void or withhold examination results if, upon investigation, violation of their regulations is discovered.

APPEALS Examinees may appeal the CRPO registration examination based solely on the regulations of the College of Registered Psychotherapists of Ontario.

Important note for candidates: It is your responsibility to meet the minimum standards for remotely proctored examinations as stipulated in the Candidate Agreement including, but not restricted to: testing your hardware with MonitorEDU as directed; ensuring functioning hardware, software, internet connectivity; following the directions of the proctor, and maintaining a safe and secure testing environment. Any failures that result from unmet minimum standards SHALL NOT be grounds for appeal.

CONFIDENTIALITY Information about candidates for testing and their examination results are considered confidential. Studies and reports concerning candidates will contain no personally identifiable information, unless authorized by the candidate.

ARRANGEMENTS FOR CANDIDATES REQUIRING TESTING ACCOMMODATIONS COMPASS and MonitorEDU adhere to an equity policy that provides reasonable accommodations for candidates with disabilities or conditions that require accommodation. Requests for testing accommodation are required by the CRPO-published deadline for each examination administration using the forms provided by the College. Candidates should not schedule the examination without confirmation of the approved testing accommodations from COMPASS.

MISSED APPOINTMENTS AND CANCELLATIONS A candidate forfeits the examination registration and all fees paid to take the examination when they arrive more than 15 minutes late for an examination or fail to report for an examination appointment for any reason.

INCLEMENT WEATHER, POWER FAILURE OR EMERGENCY In the event of inclement weather or unforeseen emergencies on the day of an examination, MonitorEDU will determine whether circumstances warrant the cancellation and subsequent rescheduling of an examination. The examination will usually be rescheduled if there are widespread power outages or internet providers indicate widespread internet failures. If power is temporarily interrupted during a scheduled administration of the examination, your examination will restart where you left off and you may continue the examination.

Every attempt is made to administer the examination as scheduled; however, should an examination be cancelled, all scheduled candidates will receive notification by e-mail or telephone regarding rescheduling or re-registration procedures.

Appendix 1

+FAST Facts for Writing the Registration Examination (CPSCP)

Stay Alert to Important Deadlines from your Regulatory College

STEP 1

- Your College confirms with you that you are eligible to write the Registration Examination.
- Formal application, with appropriate documentation for any accommodation, must be made by the College-published deadline.

Use the accommodations request forms (available through your College) to apply.

- COMPASS Centre for Examination Development contacts you to confirm the status of your accommodation request.
- You receive a unique identifier code from your Regulatory College. This is a security feature available **ONLY** from your College. Use this code when purchasing and booking your exam and again when you arrive to take your exam.

STEP 2

- You receive an email transmission from your College. In it are the directions for purchasing and booking your Registration Examination. If this email transmission is not received within one month of the scheduled administration period for the Registration Examination, please contact your College.
- Navigate to ***https://takemytest.live/pay-for-my-test*** and follow the prompts to purchase and book your exam.*
- After purchasing the exam, you receive a confirmation email with the date and time at which you should be ready to write the exam and details related to next steps. Check your spam and junk mail folders for the confirmation email.

If you cannot locate your confirmation email please contact schedule@monitoredu.com.

*** An optional practice exam is available for a fee. The booking window for the optional practice examination is the same as the booking window for the Registration Examination.**

STEP 3

- Ensure you have administrator rights to your computer and that it has the minimum technical requirements including Google Chrome (50+), a webcam, and an operating system of Windows 7 or higher, or Mac OSX 10.15.x or higher.

Tablets, iPads, Chromebooks, Linux-operated systems etc., are not compliant with technical requirements.

Bluetooth-enabled devices are prohibited (this includes mouse, speakers, keyboards)

- Some software programs and their extensions may need to be disabled during the administration of the examination for compliance and security reasons.
- Follow the instructions for the required download as indicated **BEFORE** the date of your scheduled exam (i.e., download GoogleMeet application at least 5 days before your exam). If you experience difficulties, contact ***https://monitoredu.com/faq*.**
- For your exam YOU MUST use the internet browser Google Chrome.

If your computer does not already have this browser, you may download it here: https://www.google.com/chrome/

- For your exam, pre-download Google Meets application on your secondary device or smartphone.

iPhone users: https://apps.apple.com/us/app/google-meet/id1013231476. Other: https://play.google.com/store/apps/details?id=com.google.android.apps.meetings&hl=en_US&gl=US

STEP 4

- Ensure you have two pieces of valid (unexpired) government-issued identification (one must contain a photo) and your College-issued unique identifier code ready to share with the remote proctor.
- When ready to test, please connect with a proctor by going to ***https://takemytest.live/can-all-organizations***
- Write the Registration Examination.
- COMPASS Centre for Examination Development transmits examination results by e-mail between six and eight weeks after your date of writing.

Appendix 2
Candidate Agreement[2]

You must agree to the following conditions before you can take the remotely proctored online CRPO Registration Examination.

Terms and Conditions:

I am a CRPO candidate who has received a report indicating that I may write the CRPO Registration Examination to meet the CRPO requirements.
I consent to the disclosure by CRPO of the following information with its computer-based testing providers, COMPASS Centre for Examination Development and MonitorEDU:

- my name;
- my email address;
- my CRPO identification number;
- the name of the exam which I am writing; and
- details of any accommodations granted to me by the COMPASS Centre for Examination Development for completing the exam.

I have reviewed and understand that the monitoring service provider who is contracted with the COMPASS Centre for Examination Development and MonitorEDU, also requires:

- my name;
- my mobile or cell phone number;
- my email address;
- my IP address;
- the name of the exam I am writing; and
- the name of the organization administering the exams (COMPASS).

I have reviewed and agree to **MonitorEDU's privacy policy**.

I understand that the online exam will be proctored by real-time remote monitoring of a live video stream from my computer's webcam and through a second camera which I must set up in accordance with the instructions of the remote proctor.

I agree to abide by reasonable requests made by the proctor during the examination to help ensure the integrity of the examination process, including, but not limited to requests to show multiple angle views of myself and immediate environment, or to adjust the cameras, seating position, or objects within the examination environment.

I understand that failure to abide by the proctor's instructions may result in my examination session being flagged for further review or terminated and my exam results invalidated.

[2] Adapted with permission from Federation of Law Societies of Canada, National Committee on Accreditation (NCA)

I understand that while video streams are not routinely recorded, in the event the proctor perceives any attempts at cheating or other irregular testing behaviour, segments of my testing experience may be recorded for the sole purpose of a review by COMPASS. I expressly consent to such recording.

CRPO and COMPASS maintain and contractually require strict confidentiality and security of all examination materials and examination-related information. Stringent protocols and security measures have been put in place to ensure that the integrity of the COMPASS examinations and the examination content is always maintained. These measures are designed to eliminate any unfair advantage among candidates and avoid the high cost of replacing the examination content in the event of a security breach.

I have read and agree to the CRPO Registration Examination rules and protocol, with attention to the Remotely Proctored Online Examination Rules and Protocol section.

TECHNICAL REQUIREMENTS

Candidates' hardware requirements and Internet bandwidth must be pre-checked through MonitorEDU.

I acknowledge that all examination materials are the exclusive property of the COMPASS Centre for Examination Development, are protected by copyright and are subject to the law of copyright in Canada. To preserve the confidentiality and security of the examinations, candidates are strictly prohibited from disclosing to person or organization, reproducing (by memorization, by electronic or by any other means) or publishing in any form any examination content. Such content includes, but is not limited to, the topics, items, questions, scenarios, fact patterns, cases, options, and latent responses from an examination. I understand and agree to abide by these prohibitions.

I also agree not to commit any form of dishonesty, fraud, cheating, misrepresentation or other misconduct related to the CRPO Registration Examination, including, but not limited to:

- copying another person's answer to an examination question during a CRPO examination;
- sharing with another person any information about my answers to any CRPO examination;
- consulting an unauthorized source during a CRPO examination;
- being in possession of or use unauthorized information or documents prior to or during an CRPO examination;
- assisting a person to carry out any of these activities; or
- failing to report to the CRPO any information known about the breach of obligation(s) in the Rules and Protocol, or a breach of any obligation specific to this agreement by another candidate.

Any breach of the CRPO Examination Rules and Protocol, or other breach of this Agreement, may result in actions taken by the CRPO and/or COMPASS Centre for Examination Development including, but not limited to, any of the following:

- preparation of a written report on the conduct of the candidate and its sharing with licensing bodies;
- initiation of legal proceedings by the CRPO and/or COMPASS Centre for Examination Development against the candidate for damages; and,
- pursuit by CRPO and/or COMPASS Centre for Examination Development of any other legal remedies available to it.

I understand that if any technical issues prevent me from writing my examination on my scheduled day and time, MonitorEDU will work to remediate the issue and re-launch the examination as quickly as possible, or if necessary, reschedule my examination at a convenient time acceptable to the CRPO.

By consenting to this agreement, I understand that it is my responsibility to meet the minimum standards for remotely proctored examinations as stipulated in the Candidate Agreement including, but not restricted to: testing my hardware with MonitorEDU as directed; ensuring functioning hardware, software, internet connectivity; following the directions of the proctor, and maintaining a safe and secure testing environment. Any failures that result from unmet minimum standards shall not be grounds for appeal.

Appendix 3
Accessibility / Accommodations for the Registration Examination

All policies, procedures and plans are consistent with the requirements of the various provincial acts. These will be reviewed and updated regularly as we make continuous improvements in our efforts to remove barriers and increase accessibility for persons with disabilities.*

Accommodation requests are assessed on a case-by-case basis to ensure equal opportunity for individuals to fully demonstrate their qualifications without altering the nature or level of the qualification being assessed. We consider each case after carefully reviewing the submitted documentation; however, submitting a request does not guarantee receiving an accommodation.*

The Ontario Human Rights Commission (OHRC) provides guidelines regarding the definition and considerations to be taken into account regarding whether the provision of accommodation would cause an organization (e.g., employer, educational institution, etc.) undue hardship: http://www.ohrc.on.ca/en/policy-and-guidelinesdisability-and-duty-accommodate/5-undue-hardship.

The OHRC's *Policy on ableism and discrimination based on disability* provides practical guidance on the legal rights and responsibilities set out in the *Code* as they relate to the ground of disability.

Basic principles
An accessibility and reasonable accommodation, based on disability (whether temporary or permanent) is considered appropriate if it results in equal opportunity to attain the same level of performance as persons without an identified disability, and meets the individual's disability-related needs without affecting the confidentiality of the examination and integrity of the examination's assessment purpose. The basic principle for accessibility and reasonable accommodations for the Registration Examination is to remove barriers to enable equal opportunity with dignity and without impediment.

Universal Design
To support all persons in engaging fully in the Registration Examination process, the following priority steps, in accordance with WCAG AA standards, have been undertaken for all test-takers:

- Generous test-taking time built-in to regular test-taking time allotment
- Customizable font size for examination print
- Short sentences with increased white space on screen
- No use of 'flash' or colour-dependent information
- No use of photographs, diagrams, or charts
- Available personal breaks
- Access to medication and/or glucose meter†

- Access to food and/or beverage†
- "Stop clock" feature for individuals to feed their infant, express milk, or take breaks due to recent childbirth or current pregnancy†

†Candidates must inform CRPO of their need prior to the College-published deadline. An accommodation form and supporting documentation is NOT required.

Forms of accommodation

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

- Extended time (to a maximum examination administration of 5 hours) with personal breaks
- Service animal
- Integrated text-to-speech technology
- Mobility aide

Applying for Accessibility and Reasonable Accommodations

1. Have the Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form (Section Two) completed by a currently registered medical doctor, psychologist, psychological associate or other regulated health professional who is familiar with you and who has specific training, expertise and experience in the diagnosis of the condition(s) for which the accommodation is being requested. This form must be current (within five years) of applying for accessibility and reasonable accommodations for an examination sitting. Updated assessments and/or diagnostic information are not required as part of the application process.
2. Fill out the Computer-Based Testing Accessibility and Reasonable Testing Accommodations Request form (Section One).
3. Gather additional supporting documentation if it is helpful to clarifying your situation. This may include:
    a. A letter from your workplace signed by an appropriate representative of the workplace, dated, and on letterhead that describes workplace accommodations that would also be relevant to writing the examination.
    b. A letter or documentation from an educational institution signed by an appropriate representative of Student Support Services/Access Office, dated, and on institutional letterhead that confirms test-taking accommodations. Please note that accommodations for assignments only will not be sufficient.
4. Submit all documentation from steps 1, 2 and 3 to your regulatory college by their published deadline.

All documentation must be specific to the particular candidate requesting the accessibility and reasonable accommodation and must be specific in its description of the accommodation required to provide the particular candidate with an equal opportunity to attain the same level of performance on the examination as persons without an identified disability.

Evaluation of Accessibility and Reasonable Testing Accommodations

Requests will be reviewed individually and confidentially.

Staff at your regulatory college review requests and notify candidates if documentation or information is missing. Candidates have until the College-published deadline to provide any missing documentation or information. Staff at your regulatory college submit complete requests to COMPASS.

Once your request for accommodation has been evaluated by COMPASS, you will receive an email from COMPASS informing you of the status of your request. If COMPASS requests additional information, please reply at your earliest convenience. If no further information is required, the email from COMPASS will indicate the specifics of which accessibility / accommodation need(s) have been approved. Review and respond to the email to confirm your awareness of the approved accessibility / accommodation plans.

Important note: Any potential testing accommodations granted are not meant to ensure any particular outcome, such as finishing the test, passing the test, doing better on the test, or reaching one's potential. We require evidence that you need your requested accommodation in order to access the test—not to "do better" on the test. It is possible that current or previous academic institutions have provided you with support services which went above and beyond access to an examination in order to help you reach your potential or otherwise be successful. However, the obligation of a licensing body is to ensure fair and equal access to an examination while protecting the public interest and ensuring safe and ethical competence to practice.*

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Accessibility and reasonable accommodations will only be denied for the following reasons:

- The request for accommodation(s) was received after the published deadline.
- The request for accommodation(s) was incomplete on the published deadline.
- A re-application for accommodation(s) for the upcoming examination administration was not submitted.
- There was no signed Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form.
- The Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form was not signed by a registered practitioner familiar with the candidate and/or qualified to diagnose the condition(s) for which the accommodation was being requested.
- The Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form was signed by an ineligible individual such as a relative, employer, employee, clinical supervisor, or administrative supervisor.
- The request for accommodation(s) in Section 1 and Section 2 of the application did not align with each other.
- Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form was not current (the document was older than 5 years).
- The Documentation of Disability/Condition/Injury-Related Testing Accommodation Needs form did not include the type or specifics of the accommodation required.
- The accommodation posed a reasonable risk to the integrity of the examination (i.e., an unfair advantage would occur; the test would not be able to achieve its testing purpose; the confidentiality of the test items could reasonable be negatively affected).

Appendix 4
Examination Purpose

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

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

To review a summary of the requirements for registration with CRPO, please see CRPO's website.

Appendix 5
Development Process for the Registration Examination

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

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

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

Appendix 6
Professional Review of Simulations and Simulation Components

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

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

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

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