



Transitional Council Pilot Project Reviewing & Recognizing Education and Training Programs Guidelines for Completing Mapping Tool

Introduction

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

- describing how the program is aligned with selected competencies drawn from the [Entry-to-Practice Competency Profile for Registered Psychotherapists](#); and
- identifying specific supporting evidence that substantiates the program's statements regarding alignment and compliance with the competencies.

The pilot project will provide information to help the College:

- improve the design and structure of the tool so that it is easy for programs to use;
- clarify instructions and requirements, ensuring they are sufficiently detailed to support an efficient review process; and
- refine the tool so that it is useable by, and reflective of, the diverse range of programs and institutional offerings across Ontario.

The College encourages programs to complete the entire Mapping Tool. If time does not permit completion of all sections, please submit those sections and sub-sections that have been completed.

The College appreciates your willingness to contribute to the refinement of the Mapping Tool. Please also complete the Feedback Form included with this package and let us know how we could improve the Application Form and/or Mapping Tool, and the overall process.

Mapping Tool Instructions

The Mapping Tool was designed using the competencies detailed in the document [Entry-to-Practice Competency Profile for Registered Psychotherapists](#). A subset of competencies and sub-competencies was selected for use in the Mapping Tool, based on relevance to education and training programs in supporting students to develop key professional competencies.

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

- 1.0 Foundations
- 2.0 Collegial and Inter-professional Relationships
- 3.0 Professional Responsibilities

4.0 Therapeutic Process

5.0 Professional Literature and Applied Research

Within each grouping are several “**main competencies**”. For example, *Foundations* has 5 main competencies identified as:

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

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

<i>Main Competency</i>	1.1	Integrate a theory of human psychological functioning and development.
<i>Sub-competencies</i>		1.1.1 Integrate knowledge of human development across the lifespan. 1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning. 1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

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

Programs are asked to describe how they provide students with learning opportunities to develop the identified **main competencies**, by completing column 2 (**Alignment and Compliance**) and column 3 (**Supporting Evidence**). For column 2 (Alignment and Compliance), a word limit of 200 words is suggested for each main competency.

Alignment and Compliance:

In this column, please write a concise explanation, no more than 200 words per main competency (e.g. 1.1), describing how your program supports students in learning each of the main competencies.

Programs should consider the sub-competencies (e.g. 1.1.1), but each sub-competency does not have to be addressed individually.

Point form is acceptable.

Supporting Evidence:

In this column, please provide evidence to support the explanation in column two.

Please provide concise details of curriculum content that develops this competency. For example, you may list specific course readings or assignments, experiential learning situations, or supervised practice, among others.

Point form is acceptable.

Much of the evidence should be included as hyperlinks to online resources and materials or scanned versions of hard copy documents. Please do not submit large documents in their entirety; submit only relevant pages or references, e.g. table of contents, excerpts, etc.

Feedback Form

Feedback received from participants will guide the College in making wording changes, streamlining the process, and ensuring that instructions and tools are clear and easy to use. As mentioned in the cover letter, all of the necessary tools and documents will be provided online via a link on our website. We will notify you shortly when the link has been activated. Thank-you again for your participation.

Competencies Mapping Tool for Psychotherapy Education and Training Programs

	Competencies	Alignment and Compliance	Supporting Evidence
1.0	Foundations		

Program activities enable students to learn how to:

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.		
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.		
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.		
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.		

1.5	Integrate knowledge of human and cultural diversity in relation to psychotherapy practice		
	1.5.1 Recognize <ul style="list-style-type: none"> o how oppression, power and social injustice may affect the client and also the therapeutic process. o barriers that may affect access to therapeutic services. 1.5.2 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.		

	Competencies	Alignment and Compliance	Supporting Evidence
2.0	Collegial & Inter-professional Relationships		

Program activities enable students to learn how to:

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.		
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.		

	Competencies	Alignment and Compliance	Supporting Evidence
3.0	Professional Responsibilities		

Program activities enable students to learn how to:

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 CRPRMHTO 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 bylaws related to private practice. 3.1.5 Protect client privacy and confidentiality. 3.1.6 Recognize the limits of the therapist's professional competence		
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.		
3.3	Maintain self-care and level of health necessary for responsible therapy		
3.5	Obtain clinical supervision & consultation when necessary		
3.9	Provide reports to third parties		
	3.9.1 Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient. 3.9.2 Recognize ethical and legal implications when preparing third-party reports.		

	Competencies	Alignment and Compliance	Supporting Evidence
4.0	Therapeutic Process		

Program activities enable students to learn how to:

4.1	Present psychotherapy to 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.		
4.2	Establish and maintain an effective therapeutic relationship		

	<p>4.2.1 Employ empathy, respect, and authenticity.</p> <p>4.2.2 Establish rapport.</p> <p>4.2.3 Demonstrate awareness of the impact of the client's context on the therapeutic process.</p> <p>4.2.4 Demonstrate sensitivity to the setting in which therapy takes place.</p> <p>4.2.5 Assume non-judgmental stance.</p> <p>4.2.6 Explain theoretical concepts in terms the client can understand.</p> <p>4.2.7 Foster client autonomy.</p>		
	<p>4.2.8 Maintain appropriate therapeutic boundaries, including defining clear boundaries of response to client's requests or demands.</p> <p>4.2.9 Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.</p> <p>4.2.10 Employ effective skills in observation of self, the client and the therapeutic process.</p> <p>4.2.11 Demonstrate dependability.</p>		
4.3	Apply safe and effective use of self in the therapeutic relationship¹		
	<p>4.3.1 Recognize the impact of power dynamics within the therapeutic relationship.</p> <p>4.3.2 Protect client from imposition of the therapist's personal issues.</p> <p>4.3.3 Use self-disclosure appropriately.</p>		
4.4	Conduct an appropriate risk assessment		
	<p>4.4.1 Develop safety plans with clients at risk.</p> <p>4.4.2 Refer to specific professional services where appropriate.</p> <p>4.4.3 Report to authorities as required by law.</p> <p>4.4.4 Follow up to monitor risk over time.</p>		
4.5	Structure and facilitate the therapeutic process		
	<p>Structure the therapeutic process</p> <p>4.5.1 Formulate an assessment.</p> <p>4.5.2 Formulate a direction for treatment or therapy.</p> <p>4.5.3 Review therapeutic process and progress with client periodically, and make appropriate adjustments.</p> <p>4.5.4 Recognize when to discontinue or conclude therapy.</p> <p>Facilitate the therapeutic process</p> <p>4.5.5 Communicate in a manner appropriate to client's developmental level and sociocultural identity.</p> <p>4.5.6 Identify and respond appropriately to client's strengths, vulnerabilities, resilience and</p>		

¹ 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.

	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.		
4.6	Identify when and how to refer clients appropriately		
4.7	Conduct an effective closure process to end a course of therapy appropriately		

	Competencies	Alignment and Compliance	Supporting Evidence
5.0	Professional Literature & Applied Research		

Program activities enable students to learn how to:

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.		
5.2	Use research findings to inform clinical practice		