



The Competency Profiles Project

August 2011

Project Background

Early in the work of the transitional Council, the need to develop competency profiles for our two main categories of membership was recognized. The need became more pressing when the Ministry of Health and Long-Term Care urged us to develop a competency-based registration model, rather than one based on specific credentials.

In spring 2011, Council appointed the Competency Profiles Task Group, with representation from both the Registration and Professional Practice Committees. Council member Linda Ann Daly is the chair. Working with an outside consulting firm, the group used the Ontario Coalition of Mental Health Professionals' *Entry-to-Practice Competency Profile* as the starting point.

Four external participants work with the task group to provide the much-needed RMHT perspective. They work in the community college system and are knowledgeable about one or more programs that prepare students likely to become members of the new College. These external representatives are called "subject matter experts" (SMEs); they are not voting members of the task group.

The competency profiles will underpin development of other tools and resources required by the College, including a framework for reviewing education / training programs, prior learning assessment (PLA) tools and the quality assurance program, among others.

Mark Your Calendar

Online Survey Coming Soon!

The web-based survey will be your chance to provide input on the Draft Entry-to-Practice Competency Profiles for Registered Mental Health Therapists and Registered Psychotherapists.



When?

Survey opens Friday, September 9 and will close Sunday, September 25.

How to Respond

If we have your email address, the survey and instructions will be sent to your inbox. If we don't have your email, you'll be able to access the survey on our website.

Draft Profiles: Common Terms

What are Competency Profiles?

► The draft Entry-to-Practice Competency Profiles for Registered Mental Health Therapists and Registered Psychotherapists list the competencies required of individuals entering practice for the first time, so they may practise safely, effectively and ethically across a variety of practice settings.

There are two draft Competency Profiles, one for RMHTs and the other for RPs, which are written as a list of 'competency statements.' Each statement describes a required competency and the required level of proficiency.

Most competencies are the same across both Profiles, but there are distinguishing differences, including:

- competencies unique to the RMHT or RP;
- differences in the required level of proficiency of particular competencies (where competencies are otherwise the same).

The Profiles include only entry-to-practice competencies, those specific competencies required of individuals entering practice *for the first time*.

Task Group's Working Definition of Competency:

► A *competency* provides the ability to achieve a specified level of proficiency in a practice activity, and is the result of specific skills, knowledge and judgement.

Entry-to-practice competency provides the ability to achieve *entry-level proficiency*.

Looking for more info? Want to contact us?

Website

www.collegeofpsychotherapists.on.ca

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Subject Matter Experts

The Task Group is comprised of six members of the transitional Council and four subject matter experts (SMEs). The SMEs are:

Kenneth Lomp

Cathy Marion

Rita McGillivray

Deborah Riddle

You can see their bios, and those of the other task group members on our website:

www.collegeofpsychotherapists.on.ca

The draft Competency Profiles include competencies that are unique to RMHTs and RPs.

Did you know?

- ▶ The Task Group is comprised of members from a diverse range of backgrounds; their unique perspectives are critical to producing valid competency profiles.
- ▶ There are more similarities than differences between RMHTs & RPs, though unique competency areas for both groups have emerged.
- ▶ The diversity of roles and practice areas for both RMHTs and RPs creates challenges in identifying competencies for all individuals entering the profession for the first time.
- ▶ The Entry-to-Practice Competency Profiles, after validation and approval, will be included in the Registration Regulation as Schedule A for RMHTs and Schedule B for RPs.
- ▶ A member's competencies evolve based upon practice experience and continuing professional development:
 - New competencies may be acquired.
 - Levels of proficiency in competencies used regularly normally increase.
 - Levels of proficiency in competencies not used regularly utilized may decline.

Competency Profile Framework

The underlying framework for the Competency Profiles for RMHTs and RPs will be the same, acknowledging that there are more similarities than differences between the two categories of members.

The Competency Profile Framework is based on the Entry-to-Practice Competency Profile developed by the Ontario Coalition of Mental Health Professionals (2008), which has been modified by our Task Group.

Over 130 Entry-to-Practice competencies have been identified for both RPs and RMHTs. The competencies are organized into 5 areas:

- ▶ **Foundations** – reflect theoretical underpinnings and the integration and / or application of knowledge of comparative psychotherapy and human and cultural diversity, including the awareness of self in relation to the professional role.
- ▶ **Collegial & Interprofessional Relationships** – address communication, relationships and a collaborative and productive atmosphere.
- ▶ **Professional Responsibilities** – highlight expectations of self-regulated professionals, including standards, business practices, fitness-to-practice, client records and reporting, clinical and case supervision, and education and training.
- ▶ **Therapeutic Process** – address the therapeutic process, including core conditions for therapy, risk assessment, safe and effective use of self, and client referrals.
- ▶ **Professional Literature & Applied Research** – speak to expectations regarding knowledge and use of professional literature and research findings.

For more information about the Task Group, the Survey and development of the draft Competency Profiles, visit the Competency Profiles page on our website.