



Continuing Competency Program

Self-Assessment Tool

College of Counselling Therapy of Prince Edward Island

www.cctpei.ca

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About the Continuing Education and Competency Program (CEC)

Professionals who are self-regulated have a responsibility of competency and safety to the public and must continually engage in professional development and best practice. This is mandatory in order to stay current in knowledge, skill, research and regulatory standards. The public has a right to expect Registered Counselling Therapists to be competent, have current knowledge, and provide service that is client-centred.

About the Self-Assessment Component of CEC

The goal of the annual self-assessment is to encourage you to think about, or reflect, on your practice. There are no wrong or right answers, but your answers do mean something. For instance, if you self-select a low score to one of the indicators, consider building your learning plan so you can increase your score over time. You are encouraged to complete a self-assessment annually – generally just before you renew your registration – as part of the CEC for the following year. This tool can be used for 3-years' worth of self-assessments so you can look back over the years to monitor your own progress. **NOTE:** Keep your self-assessment tool in your personal files at home. You **ARE NOT** required to send it to the College as part of the CEC Audit Process.

Instructions for Completing the Self-Assessment Tool

The self-assessment tool is structured around the Entry to Practice Competency Profile for Counselling Therapists document. Read each indicator and rate your individual competency by identifying indicators that require improvement:

A rating of 1-2 suggests an area for improvement

A rating of 3-4 suggests an area of strength

Competencies

		Year: Rating (1-4)	Year: Rating (1-4)	Year: Rating (1-4)
1. Foundations				
1.1 Human functioning				
a	Apply knowledge of developmental transitions.			
b	Apply knowledge of contextual and systemic influences, including social, biological, and family factors.			
c	Apply knowledge of the significance of religion, spirituality, values, and meaning.			
1.2 Theoretical framework				
a	Use established therapeutic theory.			
b	Establish therapeutic relationships informed by the theoretical framework.			
c	Apply knowledge of how human problems develop, from the viewpoint of the theoretical framework.			
d	Apply the theoretical framework to client contexts and presentations.			
e	Apply a theory of change consistent with the theoretical framework.			
f	Recognize the benefits, limitations, and contraindications of differing theoretical frameworks.			
1.3 Mental health				
a	Integrate knowledge of the impact of trauma on psychological functioning.			
b	Recognize the major classes of psychotropic drugs and their effects.			
c	Recognize the major diagnostic categories identified in the current editions of the DSM (<i>Diagnostic and Statistical Manual of Mental Disorders</i> published by the American Psychiatric Association) and the ICD (<i>International Classification of Diseases</i>), and their possible implications for therapy.			
d	Recognize the impact of drug and alcohol misuse.			
e	Apply knowledge of neurobiology pertinent to clinical practice.			

1.4 Awareness of self				
a	Recognize instances where the counselling therapist's life experiences may enhance or compromise effectiveness.			
b	Recognize instances where the counselling therapist's subjectivity, values, and biases may compromise effectiveness.			
c	Obtain support to enhance objectivity.			
1.5 Diversity				
a	Apply knowledge of human diversity.			
b	Adapt the counselling therapist's approach to meet culture-specific needs of clients.			
c	Recognize how historic and systemic oppression, power imbalance, and social injustice may impact the therapeutic process.			
d	Recognize and address barriers that may affect access to counselling services.			
e	Identify and access culturally relevant resources.			
f	Model behaviour that promotes inclusion.			
	Areas for professional development in this competency:			

2. Communication and relationships				
2.1 Communication				
a	Use clear, concise written and oral communication.			
b	Use electronic and social communication media in a secure and professional manner.			
c	Use communication style appropriate to the recipient.			
d	Communicate in a manner that promotes inclusion.			
e	Use effective listening skills.			
f	Monitor non-verbal communication.			
g	Differentiate fact from opinion.			
h	Communicate effectively in a group setting.			
i	Explain theoretical concepts in everyday language.			
2.2 Relationships				
a	Show respect to others.			
b	Maintain appropriate boundaries.			
c	Recognize and address conflict in a constructive manner.			
d	Maintain congruence between what is said and what is done.			
2.3 Collaborative practice and referral				
a	Create and sustain working relationships with other professionals.			
b	Differentiate the functions of other service providers.			
c	Show respect to other disciplines.			
d	Participate in collaborative practice.			
e	Develop and maintain a referral network.			
f	Identify community resources relevant to client needs.			
g	Engage actively with a client's community.			
	Areas for professional development in this competency:			

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3. Professionalism				
3.1 Legal and regulatory compliance				
a	Comply with relevant federal and provincial / territorial legislation.			
b	Comply with relevant municipal and other local bylaws.			
c	Comply with requirements of statutory regulatory body.			
d	Comply with requirements of self-regulatory organization.			
e	Distinguish between the role of a statutory regulator and a professional association.			
3.2 Ethics				
a	Recognize ethical issues encountered in practice.			
b	Apply an ethical decision making process.			
c	Address organizational policies and practices that are inconsistent with legislation and professional standards.			
d	Resolve ethical dilemmas in a manner consistent with legislation and professional standards.			
e	Recognize and acknowledge personal accountability in decision making.			
3.3 Self-care and safety				
a	Maintain wellness practices that contribute to professional performance.			
b	Build and use a support network.			
c	Recognize and address indicators of compromised performance.			
d	Recognize and address need for personal counselling.			
e	Recognize and address risks to personal safety.			
3.4 Reflective practice				
a	Obtain performance feedback from various sources.			
b	Undertake self-evaluation and identify goals for improvement.			
c	Implement changes to improve effectiveness.			
d	Practice within the counselling therapist's level of skills and knowledge.			
e	Remain current with developments relevant to area of practice.			
f	Use research findings to inform clinical practice.			
g	Recognize and address the need for the			

	counselling therapist to obtain clinical supervision.			
h	Recognize and address the need for the counselling therapist to obtain consultation.			
i	Negotiate parameters for clinical supervision and consultation.			
3.5 Records				
a	Maintain comprehensive records of professional activity.			
b	Ensure clarity and legibility of records.			
c	Maintain security and preservation of records.			
d	Recognize and address factors affecting confidentiality and access to information.			
e	Recognize and address factors affecting transfer of information and records to others.			
3.6 Business practices				
a	Recognize and address liability concerns.			
b	Establish sound business management policies and procedures.			
c	Establish procedures to deal effectively with client crises and emergency situations.			
d	Establish procedures to provide services during therapist absence.			
e	Employ ethical advertising principles.			
f	Maintain professional deportment congruent with practice setting.			
g	Use planning and time management skills.			
3.7 Third party support				
a	Identify when advocacy or third party support may be of value to the client, and advise client accordingly.			
b	Support clients to overcome barriers.			
c	Advocate for clients to address systemic barriers.			
3.8 Reports to third parties				
a	Prepare clear, concise, accurate, and timely reports, appropriate to the needs of the recipient and the client.			
b	Recognize ethical and legal implications when preparing reports.			
3.9 Supervision				
a	Differentiate among administrative supervision, clinical supervision, and consultation.			

b	Recognize the principles of clinical supervision and the complexities of the role of clinical supervisor.			
3.10 Collegial consultation				
a	Recognize the principles of consultation and the complexities of the role of consultant.			
b	Articulate parameters of consultation.			
c	Provide consultation within therapist's limits of professional expertise.			
	Areas for professional development in this competency:			

4. Counselling Therapy Process				
4.1 Orientation				
a	Explain the proposed theoretical framework for therapy.			
b	Describe the therapeutic process.			
c	Establish agreement on who is the client for the purposes of therapy.			
d	Explain the responsibilities of the counselling therapist and the client in the therapeutic relationship.			
e	Explain confidentiality and its limits.			
f	Establish ongoing informed consent.			
g	Provide key administrative policies and procedural information to client.			
4.2 Assessment				
a	Identify client's strengths, vulnerabilities, resilience, and resources.			
b	Select and utilize appropriate assessment tools.			
c	Refer client for external assessment where appropriate.			
d	Identify client's expectations of therapy and its outcomes.			
e	Integrate assessment data into proposed therapeutic process.			
f	Communicate assessment information so client understands its relationship to proposed therapeutic process.			
g	Assess for and address legal duty to report and legal duty to warn.			
4.3 Therapeutic relationship				
a	Establish and maintain a client-therapist relationship.			
b	Establish and maintain therapeutic boundaries.			
c	Define clear limits of response to client's requests or demands.			
d	Regain therapeutic perspective when it has been diminished.			
e	Monitor and respond to quality of client-therapist relationship on an ongoing basis.			
4.4 Therapeutic process				
a	Adapt therapeutic process to meet specific needs of client			

b	Formulate working hypotheses to account for and address presenting problems of clients.			
c	Use working hypotheses to guide therapeutic approach.			
d	Obtain, interpret, and integrate multiple sources of information pertaining to working hypotheses.			
e	Assess working hypotheses and effectiveness of the therapeutic approach.			
f	Reformulate working hypotheses and therapeutic approach as appropriate.			
g	Manage interruptions to the therapeutic process.			
h	Review progress with client on an ongoing basis.			
i	Develop and monitor safety plan with client and / or others.			
j	Foster client's ability to function independent of therapy.			
k	Manage interruptions to the therapeutic process due to external factors.			
l	Identify situations in which referral may benefit the client.			
m	Refer client, where indicated, in a timely fashion.			
4.5 Closure				
a	Recognize when to conclude therapy.			
b	Prepare client for the ending of a course of therapy.			
c	Conduct an effective closure process.			
d	Identify follow-up options.			
e	Review support systems and resources.			
f	Address premature endings.			
	Areas for professional development in this competency:			