

## 2012 Fellowship Program

# Stage 3 Psychotherapies EPAs & COE forms

For more information about EPA standard and the EPA entrustment process, please see the preamble in the *EPA Handbook – Stage 1 and 2*.

The Stage 3 psychotherapies EPAs have been collated here, together with their respective Confirmation of Entrustment (COE) forms, for ease of printing.

#### Document version history

<b>Version N°</b>	<b>Revision description/reason</b>	<b>Date</b>
v0.2	Updated with DOPS	14/12/16
v0.1b	Update COE forms and minor amendment to duplicate EPA names	21/07/16
v0.1a	Minor amendment to duplicate EPA names	15/02/16
v0.1	First version of collated Stage 3 psychotherapies EPAs & COE forms published on website.	19/11/15

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**ST3-PSY-FELL-EPA1 – Supervision and co-management**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA1	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the basic standard of a practitioner with foundational training in psychotherapy. Your supervisor feels confident that you know how to arrange, participate in and utilise supervision in a manner consistent with the competency of a generalist advanced trainee or early-phase certificate trainee, as well as collaborate and liaise with other treatment providers involved in the patient’s treatment.</p>				
<b>Title</b>	<b>Foundational use of supervision and co-management approaches in psychotherapy.</b>			
<b>Description</b> Maximum 150 words	The trainee should be able to establish a treatment frame that involves the establishment and appropriate use of supervision of the psychotherapeutic treatment and appropriate liaison with other treatment providers which may include the patient’s general practitioner, another psychiatrist or other practitioners who may also be medication prescribers or referrers for the psychotherapy. In doing this, the trainee adopts the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision. The trainee also adopts appropriate methods of communication and liaison with other treatment providers (oral, written, etc.), demonstrating an ability to communicate effectively about psychotherapy processes and issues with an awareness of the need to balance confidentiality and privacy of the treatment relationship against the requirement to report and liaise.			
<b>Fellowship competencies</b>	<b>ME</b>	3, 4, 5, 7	<b>HA</b>	
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2, 3	<b>PROF</b>	1, 2, 3
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. <b>Ability to apply an adequate knowledge base</b> <ul style="list-style-type: none"> <li>• Adopting the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision.</li> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to discuss these in supervision and describe them in communication with other treatment providers.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Develops a sophisticated biopsychosociocultural formulation incorporating constructs relevant to the chosen modality of psychotherapy.</li> <li>• Demonstrates accurate descriptive and reflective skills in supervision.</li> <li>• Formulates and plans an approach to fit the needs, capacity and limits of the patient.</li> <li>• Demonstrates an awareness of the therapist's own limits and boundaries.</li> <li>• Able to communicate the treatment rationale, approach, progress and any process issues effectively with other treatment providers.</li> <li>• Assesses the use of supervision.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a working therapeutic alliance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation of the identified issues or problems, undertaken during the course of two training cases progressively assessed during session-to-session individual supervision. (Certificate trainees with an accredited psychotherapy supervisor.)</li> </ul>
<p><b>References</b></p> <p>BLOCH S, ed. <i>An introduction to the psychotherapies</i>. 4th edn. Oxford: Oxford University Press, 2006.</p> <p>HESS A, HESS K &amp; HESS T. <i>Psychotherapy supervision: theory, research and practice</i>. 2nd edn. New Jersey: John Wiley and Sons, 2008.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



RANZCP ID:	
Surname:	
First name:	
Zone:	
Hospital/service:	

**CONFIRMATION OF ENTRUSTMENT FORM**

Fellows undertaking the Certificate of Advanced Training in the Psychotherapies, please list the WBAs completed for this EPA and submit this COE form directly to the College: [training@ranzcp.org](mailto:training@ranzcp.org)

<b>ST3-PSY-FELL-EPA1 – Supervision and co-management (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA1
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Foundational use of supervision and co-management approaches in psychotherapy.</b>		
<b>Description</b>	The trainee should be able to establish a treatment frame that involves the establishment and appropriate use of supervision of the psychotherapeutic treatment and appropriate liaison with other treatment providers which may include the patient’s general practitioner, another psychiatrist or other practitioners who may also be medication prescribers or referrers for the psychotherapy. In doing this, the trainee adopts the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision. The trainee also adopts appropriate methods of communication and liaison with other treatment providers (oral, written, etc.), demonstrating an ability to communicate effectively about psychotherapy processes and issues with an awareness of the need to balance confidentiality and privacy of the treatment relationship against the requirement to report and liaise.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>
			<b>PP</b>
			<b>DOPS</b>

This document satisfies RANZCP training requirements only as outlined in the RANZCP Fellowship Regulations 2012 and is not intended for any other purpose. Any queries regarding its purpose and/or use should be directed to the Education department at the College

**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-FELL-EPA2 – Assessment and treatment planning**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA2
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the basic standard of a practitioner with foundational training in psychotherapy (generalist advanced trainee or early-phase certificate trainee) who makes ongoing judicious use of supervision. As such, you may require further supervision to develop skills to adhere to the processes of assessment and treatment planning in this modality of psychotherapy but may practise independently with skills influenced by this modality. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>			
<b>Title</b>	<b>Foundational assessment and treatment planning.</b>		
<b>Description</b> Maximum 150 words	<p>The trainee should conduct appropriate psychiatric assessment, formulation and treatment planning for a prescribed number of patients for whom psychotherapy is being considered in order to establish comprehensive, organised, accurate and relevant psychotherapy management plans for significant psychotherapeutic intervention (either individual dynamic/structured or brief/couples or family/group psychotherapy, excluding psychoeducation). These should include a rationale for the chosen psychotherapy approach. There should be a clear psychological and psychiatric formulation at a generalist level. An outline of the proposed psychotherapy framework including the contract, frame and process plans is required. The process should be planned around prognostic issues including anticipated process priorities and obstacles (harms or failures), risk management assessment and anticipated corrective or adjunctive measures.</p>		
<b>Fellowship competencies</b>	<b>ME</b>	1, 3, 4, 5, 7	<b>HA</b>
	<b>COM</b>	1, 2	<b>SCH</b>
	<b>COL</b>	1, 2	<b>PROF</b> 1, 2
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the key schools/modalities of psychotherapy, their benefits, limitations and patient attributes to which they are most suited.</li> <li>• Knowledge of the predisposing, precipitating and perpetuating factors that contribute to a sophisticated, tailored formulation.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to explain and introduce them to the patient including the therapy contract details.</li> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate assessment skills.</li> <li>• Develops a sophisticated biopsychosociocultural formulation incorporating constructs relevant to the chosen modality of psychotherapy.</li> <li>• Formulates and plans a treatment approach to fit the needs, capacity and limits of the patient consistent with the chosen therapy.</li> <li>• Demonstrates an awareness of the therapist’s own limits and boundaries.</li> <li>• Communications are informed by the underlying theory of the modality being employed but are clear and understandable to the patient and relevant others.</li> <li>• Establishes a strong therapeutic alliance.</li> <li>• Anticipates process difficulties and manages emotional distress in a way appropriate to the context.</li> <li>• Demonstrates an awareness of cultural and subcultural issues and an ability to work within them if required.</li> <li>• Appropriately considers relevant ethical and legal issues including patient autonomy, consent, privacy, confidentiality and anticipated conflicting needs.</li> <li>• Identifies any need for adjunctive treatment outside of the psychotherapeutic relationship and makes appropriate plans to ensure the patient receives comprehensive treatment.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a working therapeutic alliance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs with a minimum of two cases.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation. Undertaken before, or close to, commencement of treatment.</li> <li>• Observed Clinical Activity (OCA).</li> </ul>



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|--|--|
|  | <ul style="list-style-type: none"><li>• Assessment by supervisor (accompanied by formative feedback) of standard suitable to proceed. (For certificate trainees, the supervisor must be an accredited psychotherapy supervisor.)</li></ul> |
|--|--|

**References**

BLOCH S, ed. *An introduction to the psychotherapies*. 4th edn. Oxford: Oxford University Press, 2006.

GABBARD G, BECK J & HOLMES J, eds. *The Oxford textbook of psychotherapy*. Oxford: Oxford University Press, 2007.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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ST3-PSY-FELL-EPA2 – Assessment and treatment planning (COE form)									
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>				ST3-PSY-FELL-EPA2			
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>				v0.5 (EC-approved 10/04/15)			
<b>Title</b>	<b>Foundational assessment and treatment planning.</b>								
<b>Description</b>	The trainee should conduct appropriate psychiatric assessment, formulation and treatment planning for a prescribed number of patients for whom psychotherapy is being considered in order to establish comprehensive, organised, accurate and relevant psychotherapy management plans for significant psychotherapeutic intervention (either individual dynamic/structured or brief/couples or family/group psychotherapy, excluding psychoeducation). These should include a rationale for the chosen psychotherapy approach. There should be a clear psychological and psychiatric formulation at a generalist level. An outline of the proposed psychotherapy framework including the contract, frame and process plans is required. The process should be planned around prognostic issues including anticipated process priorities and obstacles (harms or failures), risk management assessment and anticipated corrective or adjunctive measures.								
<b>List WBAs completed</b>	<b>CbD</b>		<b>Mini-CEX</b>		<b>OCA</b>		<b>PP</b>		<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-FELL-EPA3 – Management in psychotherapy**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA3	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the basic standard of a practitioner with foundational training in psychotherapy (generalist advanced trainee or early-phase certificate trainee) who makes ongoing judicious use of supervision. As such, you may require further supervision to develop skills to adhere to the management processes in this modality of psychotherapy but may practise independently with skills influenced by this modality. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>				
<b>Title</b>	<b>Foundational management in psychotherapy.</b>			
<p><b>Description</b> Maximum 150 words</p>	<p>The trainee should be able to identify and demonstrate the management of significant process issues or problems in a prescribed number of psychotherapy patients. Examples would include:</p> <ul style="list-style-type: none"> <li>• monitoring the progress of the patient in psychotherapy, assessing progress in terms of original formulation, contract and treatment goals and the processes related to the specific modality of psychotherapy adopted</li> <li>• revising the formulation, contract or treatment frame where necessary in response to developments in the psychotherapeutic treatment. Issues here could be of such significance as to likely lead to failure to progress or a significantly less positive outcome, eg. poorly engaging patient, significant deterioration of symptoms or challenging behaviours including threatened suicide during therapy; they could arise from characteristic patterns of behaviour of the patient, from a breakdown of the patient–therapist interaction or may be of iatrogenic origin. Interventions should demonstrate a reasoned approach towards resolution of the problems</li> <li>• managing termination issues appropriately in terms of treatment planning.</li> </ul> <p>Process issues and problems may require guidance from the supervisor but should be demonstrably identified and corrected by the trainee’s active use of therapeutic manoeuvres not simply by passively adopting the supervisor’s instructions.</p>			
<b>Fellowship competencies</b>	<b>ME</b>	3, 4, 5, 7	<b>HA</b>	
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2	<b>PROF</b>	1, 2, 3
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b>	Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.			

<p>The following lists are neither exhaustive nor prescriptive.</p>	<p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Can describe common types of process problems and their causes in psychotherapy.</li> <li>• Understands methods to repair and restore progress (within the relevant modality methodology) including any necessary changes to the therapeutic approach or contract.</li> <li>• Where applicable, demonstrates a reformulation of the patient’s core problems, symptoms or diagnosis and the associated prognostic implications.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates good knowledge contained in conceptualisation and formulation of the issues and problems. This should demonstrate an understanding of the patient and the treatment process.</li> <li>• Demonstrates accurate problem identification and assessment of skills.</li> <li>• Formulates and plans an approach to assist in correcting the therapeutic problem.</li> <li>• Demonstrates awareness of the therapist’s own limits and boundaries and gaps in knowledge and identifies strategies to fill these gaps or manage the limitations.</li> <li>• Attends to correcting the therapeutic alliance.</li> <li>• Anticipates process difficulties and manages emotional distress in a way appropriate to the context.</li> <li>• Appropriately considers relevant ethical and legal issues including those relevant to the patient, the therapist and/or the related context/culture.</li> <li>• Recognises the therapist’s own emotional response to the patient and management of those responses.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to restoring the working therapeutic alliance or, if not possible, assisting with appropriate termination and/or transfer of care.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<p><b>Assessment method</b></p>	<p>Progressively assessed during individual and clinical supervision, including three appropriate WBAs.</p>
<p><b>Suggested assessment method details</b></p>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal or recorded presentation of the identified issues or problems, undertaken during the course of two training cases of a minimum of five sessions seen between twice weekly to fortnightly, progressively assessed during session-to-session individual supervision. (Certificate trainees with an accredited psychotherapy supervisor.)</li> </ul>
<p><b>References</b></p> <p>BLOCH S, ed. <i>An introduction to the psychotherapies</i>. 4th edn. Oxford: Oxford University Press, 2006.</p>	

GABBARD G, BECK J & HOLMES J, eds. *The Oxford textbook of psychotherapy*. Oxford: Oxford University Press, 2007.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



RANZCP ID:	
Surname:	
First name:	
Zone:	
Hospital/service:	

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<b>ST3-PSY-FELL-EPA3 – Management in psychotherapy (COE form)</b>					
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA3		
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)		
<b>Title</b>	<b>Foundational management in psychotherapy.</b>				
<b>Description</b>	<p>The trainee should be able to identify and demonstrate the management of significant process issues or problems in a prescribed number of psychotherapy patients. Examples would include:</p> <ul style="list-style-type: none"> <li>monitoring the progress of the patient in psychotherapy, assessing progress in terms of original formulation, contract and treatment goals and the processes related to the specific modality of psychotherapy adopted</li> <li>revising the formulation, contract or treatment frame where necessary in response to developments in the psychotherapeutic treatment. Issues here could be of such significance as to likely lead to failure to progress or a significantly less positive outcome, eg. poorly engaging patient, significant deterioration of symptoms or challenging behaviours including threatened suicide during therapy; they could arise from characteristic patterns of behaviour of the patient, from a breakdown of the patient–therapist interaction or may be of iatrogenic origin. Interventions should demonstrate a reasoned approach towards resolution of the problems</li> <li>managing termination issues appropriately in terms of treatment planning.</li> </ul> <p>Process issues and problems may require guidance from the supervisor but should be demonstrably identified and corrected by the trainee’s active use of therapeutic manoeuvres not simply by passively adopting the supervisor’s instructions.</p>				
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>	<b>PP</b>	<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-FELL-EPA4 – Research skills in psychotherapy**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA4
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the standard of a practitioner with foundational training in psychotherapy (generalist advanced trainee or early-phase certificate trainee). Your supervisor feels confident that you have basic research skills such as conducting literature reviews and integrating information gathered into supervision and case work.			
<b>Title</b>	<b>Research skills in psychotherapy.</b>		
<b>Description</b> Maximum 150 words	The trainee should be able to engage or participate in a research activity related to their chosen modality of psychotherapy. This activity should be based on a literature search on empirical research or theoretical topics. This information could be integrated into supervision around case work or alternatively, it may be used to plan qualitative or quantitative research, with submission of the review and the plan. (It is not necessary to actually carry out the research to meet this EPA.)		
<b>Fellowship competencies</b>	<b>ME</b>	5, 7	<b>HA</b>
	<b>COM</b>		<b>SCH</b> 1, 2, 3
	<b>COL</b>		<b>PROF</b> 1, 2
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the range of research methodologies and approaches to critical appraisal relevant to psychotherapeutic research.</li> <li>• Knowledge of the existing literature and research methodologies in the chosen field commensurate with the level of the trainee’s experience.</li> <li>• Reasonable knowledge of basic types of qualitative and quantitative research approaches to assessing psychotherapy processes and outcomes.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Literature review skills involving the ability to search existing resources (journals, books, search engines, databases) in the field of research to obtain the most relevant, current or pertinent research related to a clinical or theoretical issue in psychotherapy.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Ability to review an area of theoretical and clinical psychotherapy research and apply this review to specific clinical issues related to a training case.</li> <li>• Ability to critically appraise research related to a clinical or theoretical issue in psychotherapy.</li> <li>• Ability to communicate clearly and concisely, using appropriate professional language.</li> <li>• Ability to appropriately justify and reference conclusions.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Scholarly attitude to appraising and applying information from contemporary psychotherapy research.</li> <li>• Ethical and patient-centred approach.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation.</li> <li>• Professional presentation.</li> <li>• Assessment by supervisor (accompanied by formative feedback) of standard suitable to proceed.</li> </ul>
<p><b>References</b></p> <p>LOEWENTHAL D &amp; WINTER D, eds. <i>What is psychotherapeutic research?</i> London: Karnac, 2006.</p> <p>ROTH A &amp; FONAGY P, eds. <i>What works for whom?</i> 2nd edn. New York: Guilford Press, 2005.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar





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Surname:	
First name:	
Zone:	
Hospital/service:	

**CONFIRMATION OF ENTRUSTMENT FORM**

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<b>ST3-PSY-FELL-EPA4 – Research skills in psychotherapy (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA4
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Research skills in psychotherapy.</b>		
<b>Description</b>	The trainee should be able to engage or participate in a research activity related to their chosen modality of psychotherapy. This activity should be based on a literature search on empirical research or theoretical topics. This information could be integrated into supervision around case work or alternatively, it may be used to plan qualitative or quantitative research, with submission of the review and the plan. (It is not necessary to actually carry out the research to meet this EPA.)		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>
			<b>PP</b>
			<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-AOP-EPA5 – Advanced supervision and co-management**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA5	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy. Your supervisor feels confident that you know how to arrange, participate in and utilise supervision in a manner consistent with the competency of a later-phase certificate trainee, as well as collaborate and liaise with other treatment providers involved in the patient’s treatment.</p>				
<b>Title</b>	<b>Advanced use of supervision and co-management approaches in psychotherapy.</b>			
<b>Description</b> Maximum 150 words	<p>The trainee should be able to establish a treatment frame that involves the appropriate use of supervision of the psychotherapeutic treatment and appropriate liaison with other treatment providers which may include the patient’s general practitioner, another psychiatrist or other practitioners who may also be medication prescribers or referrers for the psychotherapy. In doing this, the trainee adopts the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision. The trainee also adopts appropriate methods of communication and liaison with other treatment providers (oral, written, etc.), demonstrating an ability to communicate effectively about psychotherapy processes and issues with an awareness of the need to balance confidentiality and privacy of the treatment relationship against the requirement to report and liaise.</p>			
<b>Fellowship competencies</b>	<b>ME</b>	3, 4, 5, 7	<b>HA</b>	
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2, 3	<b>PROF</b>	1, 2, 3
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Adopting the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision.</li> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to discuss these in supervision and describe them in communication with other treatment providers.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Develops a sophisticated biopsychosociocultural formulation incorporating constructs relevant to the chosen modality of psychotherapy.</li> <li>• Demonstrates accurate descriptive and reflective skills in supervision.</li> <li>• Formulates and plans an approach to fit the needs, capacity and limits of the patient.</li> <li>• Demonstrates an awareness of the therapist's own limits and boundaries.</li> <li>• Able to communicate the treatment rationale, approach, progress and any process issues effectively with other treatment providers.</li> <li>• Assesses the use of supervision.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a working therapeutic alliance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation of the identified issues or problems, undertaken during the course of two training cases progressively assessed during session-to-session individual supervision with an accredited psychotherapy supervisor.</li> </ul>
<p><b>References</b></p> <p>GABBARD G, BECK J &amp; HOLMES J, eds. <i>The Oxford textbook of psychotherapy</i>. Oxford: Oxford University Press, 2007.</p> <p>HESS A, HESS K &amp; HESS T. <i>Psychotherapy supervision: theory, research and practice</i>. 2nd edn. New Jersey: John Wiley and Sons, 2008.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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First name:	
Zone:	
Hospital/service:	

**CONFIRMATION OF ENTRUSTMENT FORM**

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<b>ST3-PSY-AOP-EPA5 – Advanced Supervision and co-management (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA5
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Advanced use of supervision and co-management approaches in psychotherapy.</b>		
<b>Description</b>	The trainee should be able to establish a treatment frame that involves the appropriate use of supervision of the psychotherapeutic treatment and appropriate liaison with other treatment providers which may include the patient’s general practitioner, another psychiatrist or other practitioners who may also be medication prescribers or referrers for the psychotherapy. In doing this, the trainee adopts the appropriate use of materials for supervision related to the chosen modality of psychotherapy (process notes, recordings, ratings, homework, etc.) to facilitate improving reflective psychotherapy practice through supervision. The trainee also adopts appropriate methods of communication and liaison with other treatment providers (oral, written, etc.), demonstrating an ability to communicate effectively about psychotherapy processes and issues with an awareness of the need to balance confidentiality and privacy of the treatment relationship against the requirement to report and liaise.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>
			<b>PP</b>
			<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-AOP-EPA6 – Advanced assessment and treatment planning**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA6	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy without more than distant (reactive) supervision. As such, you have better adherence to processes of assessment and treatment planning in this modality of psychotherapy and more advanced competency (consistent with the competency of a later-phase certificate trainee) in undertaking psychotherapy independently with skills influenced by this modality. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>				
<b>Title</b>	<b>Advanced assessment and treatment planning.</b>			
<b>Description</b> Maximum 150 words	<p>The trainee should conduct appropriate psychiatric assessment, formulation and treatment planning for a prescribed number of patients for whom psychotherapy is being considered in order to establish comprehensive, organised, accurate and relevant psychotherapy management plans for significant psychotherapeutic intervention (either individual dynamic/structured or brief/couples or family/group psychotherapy, excluding psychoeducation). These should include a rationale for the chosen psychotherapy approach. There should be a clear psychological and psychiatric formulation at an advanced level. An outline of the proposed psychotherapy framework including the contract, frame and process plans is required. The process should be planned around prognostic issues including anticipated process priorities and obstacles (harms or failures), risk management assessment and anticipated corrective or adjunctive measures.</p>			
<b>Fellowship competencies</b>	<b>ME</b>	1, 3, 4, 5, 7	<b>HA</b>	
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2	<b>PROF</b>	1, 2
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the key schools/modalities of psychotherapy, their benefits, limitations and patient attributes to which they are most suited.</li> <li>• Knowledge of the predisposing, precipitating and perpetuating factors that contribute to a sophisticated, tailored formulation.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to explain and introduce them to the patient including the therapy contract details.</li> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate assessment skills.</li> <li>• Develops a sophisticated biopsychosociocultural formulation incorporating constructs relevant to the chosen modality of psychotherapy.</li> <li>• Formulates and plans a treatment approach to fit the needs, capacity and limits of the patient consistent with the chosen therapy.</li> <li>• Demonstrates an awareness of the therapist’s own limits and boundaries.</li> <li>• Communications are informed by the underlying theory of the modality being employed but are clear and understandable to the patient and relevant others.</li> <li>• Establishes a strong therapeutic alliance.</li> <li>• Anticipates process difficulties and manages emotional distress in a way appropriate to the context.</li> <li>• Demonstrates an awareness of cultural and subcultural issues and an ability to work within them if required.</li> <li>• Appropriately considers relevant ethical and legal issues including patient autonomy, consent, privacy, confidentiality and anticipated conflicting needs.</li> <li>• Identifies any need for adjunctive treatment outside of the psychotherapeutic relationship and makes appropriate plans to ensure the patient receives comprehensive treatment.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a working therapeutic alliance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs with a minimum of two cases.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation. Undertaken before, or close to, commencement of treatment.</li> <li>• Observed Clinical Activity (OCA).</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Assessment by accredited psychotherapy supervisor (accompanied by formative feedback) of standard suitable to proceed.</li></ul> |
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**References**

GABBARD G, BECK J & HOLMES J, eds. *The Oxford textbook of psychotherapy*. Oxford: Oxford University Press, 2007.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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<b>ST3-PSY-AOP-EPA6 – Advanced assessment and treatment planning (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA6
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Advanced assessment and treatment planning</b>		
<b>Description</b>	The trainee should conduct appropriate psychiatric assessment, formulation and treatment planning for a prescribed number of patients for whom psychotherapy is being considered in order to establish comprehensive, organised, accurate and relevant psychotherapy management plans for significant psychotherapeutic intervention (either individual dynamic/structured or brief/couples or family/group psychotherapy, excluding psychoeducation). These should include a rationale for the chosen psychotherapy approach. There should be a clear psychological and psychiatric formulation at an advanced level. An outline of the proposed psychotherapy framework including the contract, frame and process plans is required. The process should be planned around prognostic issues including anticipated process priorities and obstacles (harms or failures), risk management assessment and anticipated corrective or adjunctive measures.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b> <b>PP</b> <b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....



**ST3-PSY-AOP-EPA7 – Advanced management in psychotherapy**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA7	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy without more than distant (reactive) supervision. As such, you have better adherence to the management processes in this modality of psychotherapy and more advanced competency (consistent with the competency of a later-phase certificate trainee) in undertaking psychotherapy independently with skills influenced by this modality. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>				
<b>Title</b>	<b>Advanced management in psychotherapy.</b>			
<p><b>Description</b> Maximum 150 words</p>	<p>The trainee should be able to identify and demonstrate the management of significant process issues or problems in a prescribed number of psychotherapy patients. Examples would include:</p> <ul style="list-style-type: none"> <li>• monitoring the progress of the patient in psychotherapy, assessing progress in terms of original formulation, contract and treatment goals and the processes related to the specific modality of psychotherapy adopted</li> <li>• revising the formulation, contract or treatment frame where necessary in response to developments in the psychotherapeutic treatment. Issues here could be of such significance as to likely lead to failure to progress or a significantly less positive outcome, eg. poorly engaging patient, significant deterioration of symptoms or challenging behaviours including threatened suicide during therapy; they could arise from characteristic patterns of behaviour of the patient, from a breakdown of the patient–therapist interaction or may be of iatrogenic origin. Interventions should demonstrate an advanced approach towards resolution of the problems</li> <li>• managing termination issues appropriately in terms of treatment planning.</li> </ul> <p>Process issues and problems may require guidance from the supervisor but should be demonstrably identified and corrected by the trainee’s active use of therapeutic manoeuvres not simply by passively adopting the supervisor’s instructions.</p>			
<b>Fellowship competencies</b>	<b>ME</b>	3, 4, 5, 7	<b>HA</b>	
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2	<b>PROF</b>	1, 2, 3
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b>	Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.			

<p>The following lists are neither exhaustive nor prescriptive.</p>	<p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Can describe types of process problems and their causes in psychotherapy.</li> <li>• Understands methods to repair and restore progress (within the relevant modality methodology), including any necessary changes to the therapeutic approach or contract.</li> <li>• Where applicable, demonstrates a reformulation of the patient’s core problems, symptoms or diagnosis and the associated prognostic implications.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sophisticated knowledge contained in conceptualisation and formulation of the issues and problems. This should demonstrate an understanding of the patient and the treatment process.</li> <li>• Demonstrates accurate problem identification and assessment of skills.</li> <li>• Formulates and plans an approach to assist in correcting the therapeutic problem.</li> <li>• Demonstrates awareness of the therapist’s own limits and boundaries and gaps in knowledge and identifies strategies to fill these gaps or manage these limitations.</li> <li>• Attends to correcting the therapeutic alliance.</li> <li>• Anticipates process difficulties and manages emotional distress in a way appropriate to the context.</li> <li>• Appropriately considers relevant ethical and legal issues including those relevant to the patient, the therapist and/or the related context/culture.</li> <li>• Recognises the therapist’s own emotional response to the patient and management of those responses.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to restoring the working therapeutic alliance or, if not possible, assisting with appropriate termination and/or transfer of care.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<p><b>Assessment method</b></p>	<p>Progressively assessed during individual and clinical supervision, including three appropriate WBAs.</p>
<p><b>Suggested assessment method details</b></p>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal or recorded presentation of the identified issues or problems, undertaken during the course of two training cases of a minimum of five sessions seen between twice weekly to fortnightly, progressively assessed during session-to-session individual supervision with an accredited psychotherapy supervisor.</li> </ul>
<p><b>References</b></p> <p>GABBARD G, BECK J &amp; HOLMES J, eds. <i>The Oxford textbook of psychotherapy</i>. Oxford: Oxford University Press, 2007.</p>	

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COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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First name:	
Zone:	
Hospital/service:	

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<b>ST3-PSY-AOP-EPA7 – Advanced management in psychotherapy (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA7
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Advanced management in psychotherapy.</b>		
<b>Description</b>	<p>The trainee should be able to identify and demonstrate the management of significant process issues or problems in a prescribed number of psychotherapy patients. Examples would include:</p> <ul style="list-style-type: none"> <li>• monitoring the progress of the patient in psychotherapy, assessing progress in terms of original formulation, contract and treatment goals and the processes related to the specific modality of psychotherapy adopted</li> <li>• revising the formulation, contract or treatment frame where necessary in response to developments in the psychotherapeutic treatment. Issues here could be of such significance as to likely lead to failure to progress or a significantly less positive outcome, eg. poorly engaging patient, significant deterioration of symptoms or challenging behaviours including threatened suicide during therapy; they could arise from characteristic patterns of behaviour of the patient, from a breakdown of the patient–therapist interaction or may be of iatrogenic origin. Interventions should demonstrate an advanced approach towards resolution of the problems</li> <li>• managing termination issues appropriately in terms of treatment planning.</li> </ul> <p>Process issues and problems may require guidance from the supervisor but should be demonstrably identified and corrected by the trainee’s active use of therapeutic manoeuvres not simply by passively adopting the supervisor’s instructions.</p>		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b> <b>PP</b> <b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-AOP-EPA8 – Introductory supervisory skills**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA8
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy. Your supervisor feels confident that you know how to conduct supervision of a Stage 1 or 2 psychiatry trainee or allied health professional in your chosen modality of psychotherapy.</p>			
<b>Title</b>	<b>Introductory training in supervisory skills in psychotherapy.</b>		
<b>Description</b> Maximum 150 words	<p>The trainee should be able to supervise aspects of a chosen modality of psychotherapy undertaken by a psychiatry trainee (Stage 1 or 2) or allied health professional at a basic level, paying attention to the assessment and formulation of the case, the establishment of a treatment frame and contract and monitoring of the progress and processes of the case and any complications that may arise. At this introductory level, it is expected that the certificate trainee will have engaged in formal educational workshops or seminars around psychotherapy supervision while concurrently using supervision with their own supervisor.</p>		
<b>Fellowship competencies</b>	<b>ME</b>		<b>HA</b>
	<b>COM</b>	1	<b>SCH</b> 2
	<b>COL</b>	3	<b>PROF</b> 1, 2, 3
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to discuss these in supervision.</li> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> <li>• Knowledge of different teaching and supervisory approaches for psychotherapy supervision.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate descriptive and reflective skills in conducting supervision.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Adopts a supportive and constructive supervisory style that can nevertheless address trainee difficulties and deficiencies.</li> <li>• Demonstrates an awareness of the supervisee's own limits and boundaries.</li> <li>• Promotes reflective practice.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a supportive and reflective supervisory stance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation.</li> </ul>
<p><b>References</b></p> <p>GABBARD G, BECK J &amp; HOLMES J, eds. <i>The Oxford textbook of psychotherapy</i>. Oxford: Oxford University Press, 2007.</p> <p>HESS A, HESS K &amp; HESS T. <i>Psychotherapy supervision: theory, research and practice</i>. 2nd edn. New Jersey: John Wiley and Sons, 2008.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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First name:	
Zone:	
Hospital/service:	

**CONFIRMATION OF ENTRUSTMENT FORM**

Fellows undertaking the Certificate of Advanced Training in the Psychotherapies, please list the WBAs completed for this EPA and submit this COE form directly to the College: [training@ranzcp.org](mailto:training@ranzcp.org)

ST3-PSY-AOP-EPA8 – Psychotherapy introductory supervisory skills (COE)			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA8
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Introductory training in supervisory skills in psychotherapy.</b>		
<b>Description</b>	The trainee should be able to supervise aspects of a chosen modality of psychotherapy undertaken by a psychiatry trainee (Stage 1 or 2) or allied health professional at a basic level, paying attention to the assessment and formulation of the case, the establishment of a treatment frame and contract and monitoring of the progress and processes of the case and any complications that may arise. At this introductory level, it is expected that the certificate trainee will have engaged in formal educational workshops or seminars around psychotherapy supervision while concurrently using supervision with their own supervisor.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b> <b>PP</b> <b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-AOP-EPA9 – Presentation skills**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA9
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy. Your supervisor feels confident that you know how to present case material in a broader learning or professional development forum such as in group supervision or peer group activities.			
<b>Title</b>	<b>Advanced presentation skills in psychotherapy.</b>		
<b>Description</b> Maximum 150 words	The trainee should be able to present aspects of psychotherapy in a chosen modality in a broader learning or professional development forum such as in group supervision or peer group activities, paying attention to the assessment and formulation of a case, the establishment of a treatment frame and contract and monitoring of the progress and processes of the case and any complications that may arise. The presentation could involve a discussion of related theoretical, technical, research or cultural issues linked to a case or set of cases.		
<b>Fellowship competencies</b>	<b>ME</b>		<b>HA</b>
	<b>COM</b>	1, 2	<b>SCH</b> 1, 2
	<b>COL</b>	3	<b>PROF</b> 1, 2, 3
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Good knowledge about formulation, therapeutic processes and techniques and underlying theoretical models within the chosen psychotherapeutic modality as demonstrated by an effective case summary.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate descriptive and reflective skills in presenting a psychotherapy case or group of cases in a group supervision or peer setting.</li> <li>• Demonstrates an ability to integrate related theoretical, technical, research or cultural issues into the presentation.</li> <li>• Demonstrates reflective practice.</li> <li>• Demonstrates an ability to de-identify or mask the case appropriately.</li> <li>• Demonstrates the ability to facilitate discussion and respond to the input of participants.</li> </ul>		



	<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Empathic, respectful and non-judgmental.</li> <li>• Respectful of the patient's right to confidentiality and privacy.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation.</li> <li>• Professional presentation.</li> <li>• Assessment by supervisor (accompanied by formative feedback) of standard suitable to proceed.</li> </ul>
<p><b>References</b></p> <p>GABBARD G, BECK J &amp; HOLMES J, eds. <i>The Oxford textbook of psychotherapy</i>. Oxford: Oxford University Press, 2007.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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<b>ST3-PSY-AOP-EPA9 – Presentation skills</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA9
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Advanced presentation skills in psychotherapy.</b>		
<b>Description</b>	The trainee should be able to present aspects of psychotherapy in a chosen modality in a broader learning or professional development forum such as in group supervision or peer group activities, paying attention to the assessment and formulation of a case, the establishment of a treatment frame and contract and monitoring of the progress and processes of the case and any complications that may arise. The presentation could involve a discussion of related theoretical, technical, research or cultural issues linked to a case or set of cases.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>
			<b>PP</b>
			<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....

**ST3-PSY-AOP-EPA10 – Formal research**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA10
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the sophisticated standard of a practitioner with certificate training in psychotherapy. Your supervisor feels confident that you know how to conduct basic formal research activities such as a research project leading to publication in a peer-reviewed journal or a written or oral presentation at a psychotherapy conference.</p>			
<b>Title</b>	<b>Formal research in psychotherapy.</b>		
<b>Description</b> Maximum 150 words	<p>The trainee will engage or participate in a research activity related to their chosen modality of psychotherapy. This activity will involve psychotherapy-related research (theoretical, qualitative or quantitative) and lead to the preparation of a report suitable for publication in a peer-reviewed journal or a written or oral presentation at a psychotherapy conference. Trainees are encouraged to submit their reports for publication or presentation.</p>		
<b>Fellowship competencies</b>	<b>ME</b>	5, 7	<b>HA</b>
	<b>COM</b>		<b>SCH</b> 1, 2, 3
	<b>COL</b>		<b>PROF</b> 1, 2
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• The demonstration of knowledge about theoretical underpinnings of the psychotherapy modality.</li> <li>• Good knowledge of the existing literature in the chosen field and research methodologies.</li> <li>• Reasonable knowledge of basic types of qualitative and quantitative research approaches to assessing psychotherapy processes and outcomes.</li> <li>• Reasonable knowledge of research skills required to conduct a basic research project involving qualitative or quantitative research in psychotherapy leading to publication in a peer-reviewed journal or a written or oral presentation at a psychotherapy conference.</li> </ul> <p><b>Skills</b></p>		

	<ul style="list-style-type: none"> <li>• Literature review skills involving the ability to search existing resources (journals, books, search engines, databases) in the field of research to obtain the most relevant, current or pertinent research related to a clinical or theoretical issue in psychotherapy.</li> <li>• Ability to review an area of theoretical and clinical psychotherapy research and apply this review to specific clinical issues related to a training case.</li> <li>• Ability to critically appraise research related to a clinical or theoretical issue in psychotherapy.</li> <li>• Ability to establish and complete a research process or protocol and prepare a report on this research leading to publication in a peer-reviewed journal or a written or oral presentation at a psychotherapy conference.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Scholarly attitude to appraising and applying information from contemporary psychotherapy research.</li> <li>• Remaining ethical and patient centred in one's approaches, reflected in maintenance of confidentiality and appropriate adoption of the requirements of research ethics committees.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation.</li> <li>• Professional presentation.</li> <li>• Assessment by supervisor (accompanied by formative feedback) of standard suitable to proceed.</li> </ul>
<p><b>References</b></p> <p>LOEWENTHAL D &amp; WINTER D, eds. <i>What is psychotherapeutic research?</i> London: Karnac, 2006.</p> <p>ROTH A &amp; FONAGY P, eds. <i>What works for whom?</i> 2nd edn. New York: Guilford Press, 2005.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar



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<b>ST3-PSY-AOP-EPA10 – Formal research (COE form)</b>			
<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-AOP-EPA10
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<b>Title</b>	<b>Formal research in psychotherapy.</b>		
<b>Description</b>	The trainee will engage or participate in a research activity related to their chosen modality of psychotherapy. This activity will involve psychotherapy-related research (theoretical, qualitative or quantitative) and lead to the preparation of a report suitable for publication in a peer-reviewed journal or a written or oral presentation at a psychotherapy conference. Trainees are encouraged to submit their reports for publication or presentation.		
<b>List WBAs completed</b>	<b>CbD</b>	<b>Mini-CEX</b>	<b>OCA</b>
			<b>PP</b>
			<b>DOPS</b>

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**ENTRUSTING SUPERVISOR DECLARATION**

In my opinion, this trainee can be trusted to perform the activity described with only distant (reactive) supervision. I am confident the trainee knows when to ask for additional help and will seek assistance in a timely manner. The trainee has completed three related WBAs in preparation for this activity.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**PRINCIPAL SUPERVISOR DECLARATION (if different from above)**

I have checked the details provided by the entrusting supervisor and verify they are correct.

Supervisor Name (print) .....

Supervisor RANZCP ID: ..... Signature ..... Date .....

**TRAINEE DECLARATION**

I have completed three related WBAs in preparation for this activity. I acknowledge that this is a RANZCP training document only and cannot be used for any other purpose.

Trainee name (print) ..... Signature ..... Date .....

**DIRECTOR OF (ADVANCED) TRAINING DECLARATION**

I verify that this document has been signed by a RANZCP-accredited supervisor.

Director of (Advanced) Training name (print) .....

Director of (Advanced) Training RANZCP ID: ..... Signature ..... Date .....