

The Professional Competencies of a European Psychotherapist

Research Report on the Practice Analysis Survey Results

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Background

The European Association for Psychotherapy (EAP) initiated an extensive research project into the competencies of the European psychotherapist with the aim to establish psychotherapy as an independent profession in the European Union.

This is a report on the first phase of this project where the Core Competencies of a European psychotherapist were investigated. 'The core competencies of a professional psychotherapist are those abilities which demonstrate what a psychotherapist is typically able to do, irrespective of their modality or country.' (EAP, 2012)

The Working Group of the project developed 13 domains of professional activity and designed a questionnaire set for psychotherapists to rate the **relevance** ('How 'relevant' is the competency to ensure that the practitioner can function professionally?'), **importance** ('How 'important' is the competency to protect the interests of the public and/or to respond to the needs of the client or organization?') and **frequency** (How 'frequently' do you perform the competency?') of psychotherapist competencies on these domains.

To measure the levels of these ratings 0-3 ranking scale was provided for relevance: 0 = not relevant, 1 = somewhat relevant, 2 = moderately relevant, 3 = highly relevant; for importance: 0 = not important, 1 = slightly important, 2 = moderately important, 3 = highly important; and for frequency: 0 = never, 1 = occasionally, 2 = moderately frequently, 3 = routinely.

The 13 domains of professional activity were as follows:

- (1) Professional, Autonomous & Accountable Practice;
- (2) The Psychotherapeutic Relationship;
- (3) Exploration (Assessment, Diagnosis & Conceptualization);
- (4) 'Contracting' (Developing Goals, Plans & Strategies);
- (5) Various Techniques & Intervention;
- (6) Completion & Evaluation;
- (7) Collaboration with Other Professionals;
- (8) Use of Supervision, (Peer) Intersession and Critical Evaluation;
- (9) Ethics & Cultural Sensitivities;
- (10) Management & Administration;
- (11) Research;
- (12) Prevention & Education;
- (13) Management of Change, Crisis and Trauma Work.

Within these Domains, a total of 40 sections, 124 subsections and 634 competencies were identified by the Working Group.

Study

Method

Participants

47 people participated in the study anonymously to the researchers, therefore age, sex or any other background information was not part of the research criteria. All the participants were presumably psychotherapists. 5 participants were excluded from the study as they had only filled in a very limited numbers of questionnaires.

Materials

A set of survey type questionnaires was developed to measure to what extent psychotherapists agree on the professional cores competencies of the European psychotherapist. This was called the PAS (Practice Analysis Survey) forms, which were used to measure the competency values. It was designed by the Working Group of the project and it was downloadable in Word format from the project's website.

Design

The competency variables were rated in three ways on a 0-3 ranking scale according to their relevance, importance and frequency. Title of sections and subsections, and overall rating of the sections were also measured.

In order to determine the value of the individual professional competencies, the relevance, importance and frequency values were summed up. According to the EAP ranking system the values could be categorized the following way:

- **High = 7 - 9**
 - (High) Ensures the reliability of professional performance; technical information; protects public interest
 - (High) Indicates good use of knowledge and skills in workplace
- **Moderate = 4 - 6**
 - (Mod) Provides a background to professional work
 - (Mod) Develops diagnoses, prognoses and plans
- **Low = 1 - 3**
 - (Low) Advises on development of strategy
 - (Low) Maybe we got something a bit wrong
- **A ranking of 0** might mean that that particular competency should probably be eliminated or radically revised.

Procedure

Participants were invited by emails to take part in the study. They needed to register and the questionnaire forms were available for them to download from the project's website.

Following completion of the forms, the participants had to email the files to the Working Group.

Answering the questionnaires took at least 4 hours and up to about 10.

Results

The overall findings are reported here, details of the individual competencies, including their relevance, importance and frequency values and frequencies are available on request.

The means, medians, modes, standard deviation and frequencies were calculated to indicate the difference between the variables.

From the sum of the competencies' relevance, importance and frequency values, the evaluations for the competencies were gained. Then the average values were taken for each of these competency values which belonged to a subsection. The average of the subsection gave the section value and the average of the section values gave the overall domain value.

Domain 1: Professional, Autonomous & Accountable Practice

		N (number of competencies)	Descriptive Statistics		Mean	Std. Deviation.	Rank
			Minimum	Maximum			
Domain 1: Professional, Autonomous & Accountable Practice	1.	84	6.59	8.85	7.96	0.54	High
§1.1: Establish a Professional Practice	1.1.	34	6.59	8.85	7.78	0.52	High
1.1.1: Behave professionally	1.1.1.	7	6.68	8.49	7.96	0.63	High
1.1.2: Build an independent practice, or become a member of a professional team	1.1.2.	4	7.51	8.6	8.19	0.47	High
1.1.3: Work according to accepted professional standards	1.1.3.	4	7.95	8.85	8.29	0.41	High
1.1.4: Record information appropriately	1.1.4.	7	7.24	8.18	7.73	0.28	High
1.1.5: Liaise with other professionals	1.1.5.	5	6.59	7.4	6.99	0.31	Moderate
1.1.6: Recognise difficulties in others in the professional environment		Invalid section.					
1.1.7: Monitor, evaluate and review the caseload	1.1.7.	5	7.37	7.68	7.46	0.13	High
1.1.8: Maintain their fitness-to-practice in a variety of ways	1.1.8.	3	7.6	7.79	7.68	0.1	High
§1.2: Provide an Appropriate Environment	1.2.	14	7.63	8.78	8.33	0.35	High
1.2.1: Provide a safe working situation	1.2.1.	4	7.63	8.2	7.86	0.24	High
1.2.2: Provide a	1.2.2.	5	8.38	8.78	8.6	0.14	High

psychotherapeutic environment							
1.2.3: Make clear arrangements	1.2.3.	5	8.29	8.56	8.44	0.12	High
§1.3: Engage in Quality Assurance	1.3.	9	7.03	7.85	7.43	0.33	High
1.3.1: Routinely evaluate practice	1.3.1.	5	7.03	7.77	7.3	0.28	High
1.3.2: Review practice	1.3.2.	4	7.1	7.85	7.59	0.35	High
§1.4: Maintain Professional Development	1.4.	11	6.66	8.3	7.85	0.56	High
1.4.1: Maintain appropriate Continuing Professional Development (CPD)	1.4.1.	4	7.73	8.1	7.96	0.17	High
1.4.2: Practice professional qualities	1.4.2.	3	8.05	8.3	8.15	0.13	High
1.4.3: Reflect on self and professional work	1.4.3.	2	8.22	8.29	8.26	0.05	High
1.4.4: Incorporate research knowledge findings	1.4.4.	2	6.66	6.85	6.76	0.14	Moderate
§1.5: Maintain Personal Development	1.5.	16	8.1	8.63	8.42	0.18	High
1.5.1: Develop the personal qualities that make a good professional psychotherapist	1.5.1.	10	8.32	8.63	8.54	0.1	High
1.5.2: Engage in appropriate self-development	1.5.2.	6	8.1	8.4	8.23	0.12	High

Domain 2: The Psychotherapeutic Relationship

		N(number of competencies)	Descriptive Statistics				Rank
			Minimum	Maximum	Mean	Std. Deviation	
Domain 2: The Psychotherapeutic Relationship	2.	151	6.71	8.83	8.09	.47	High
§2.1: Establish a Psychotherapeutic Relationship	2.1.	43	6.7	8.79	8.12	0.62	High
2.1.1: Communicate clearly	2.1.1.	7	7.31	8.6	8.11	0.5	High
2.1.2: Define the psychotherapist's role and the client's role	2.1.2.	6	6.88	7.78	7.33	0.31	High
2.1.3: Identify and start working towards mutually agreed and achievable aims or goals	2.1.3.	7	8.05	8.59	8.36	0.21	High
2.1.4: Agree responsibilities	2.1.4.	6	6.71	7.90	7.27	0.48	High
2.1.5: Establish a relevant set of perspectives	2.1.5.	5	8.38	8.59	8.45	0.08	High
2.1.6: Express empathy and understanding	2.1.6.	8	8.57	8.76	8.67	0.07	High
2.1.7 Establish a psychotherapeutic presence	2.1.7.	4	8.46	8.79	8.67	0.14	High
§2.2: Manage & Maintain A Psychotherapeutic Relationship	2.2.	47	7.03	8.83	8.11	0.46	High
2.2.1: Maintain the psychotherapeutic relationship	2.2.1.	6	8.39	8.83	8.66	0.15	High
2.2.2: Respect and value the psychotherapeutic relationship	2.2.2.	6	8	8.76	8.33	0.28	High
2.2.3: Establish self-awareness in relationship	2.2.3.	8	8.07	8.73	8.47	0.23	High
2.2.4: Communicate appropriately	2.2.4.	3	7.1	8.28	7.73	0.59	High
2.2.5: Evaluate the psychotherapeutic relationship	2.2.5.	7	7.03	7.73	7.48	0.24	High
2.2.6: Manage the process of change	2.2.6.	7	8.07	8.54	8.31	0.14	High
2.2.7: Manage out-of-session contact	2.2.7.	5	7.6	7.93	7.76	0.13	High
2.2.8: Manage breaks	2.2.8.	5	7.71	7.9	7.8	0.08	High

and holidays appropriately							
§2.3: Manage any Difficulties in the Psychotherapeutic Relationship	2.3.	43	7.47	8.5	8.12	0.31	High
2.3.1: Manage the process of change	2.3.1.	7	8.24	8.46	8.38	0.08	High
2.3.2: Recognise difficulties	2.3.2.	7	8.25	8.5	8.38	0.1	High
2.3.3: Manage any difficulties	2.3.3.	19	7.92	8.41	8.2	0.14	High
2.3.4: Manage out-of-session contact	2.3.4.	5	7.47	7.71	7.59	0.09	High
2.3.5: Manage breaks and holidays appropriately	2.3.5.	5	7.55	7.7	7.65	0.06	High
§2.4: Conclude a Psychotherapeutic Relationship	2.4.	18	6.79	8.21	7.88	0.38	High
2.4.1: Recognise an approaching conclusion	2.4.1.	7	7.92	8.21	8.07	0.1	
2.4.2: Manage sudden endings	2.4.2.	3	7.23	7.6	7.41	0.19	High
2.4.3: Conclude the Psychotherapeutic Relationship	2.4.3.	7	7.875	8.175	8.03929	0.1	High
2.4.4: Record the outcome of the psychotherapy	2.4.4.	1	6.79	6.79	6.79	.	Moderate

Domain 3: Exploration (Assessment, Diagnosis & Conceptualization)

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
Domain 3: Exploration (Assessment, Diagnosis & Conceptualization)	3.	47	6.65	8.67	8.05	.48	High
§3.1: Make an Assessment	3.1.	18	6.65	8.43	7.7	0.58	High
3.1.1 Make use of assessment tools	3.1.1.	6	6.65	7.3	6.97	0.24	Moderate
3.1.2 Conduct an assessment interview	3.1.2.	6	7.74	8.18	7.96	0.21	High
3.1.3 Conduct a risk assessment	3.1.3.	6	7.89	8.43	8.17	0.22	High
§3.2: Formulate a Diagnosis	3.2.1.	5	8.31	8.57	8.45	0.11	High
3.2.1 Recognise any possible mental health / illness issues	3.2.2.	6	8.2	8.67	8.41	0.18	High
3.2.2 Respond to mental health / illness needs	3.2.	11	8.2	8.67	8.43	0.15	High
§3.3: Conceptualize and decide upon an approach	3.3.	18	7.63	8.41	8.16	0.2	High
3.3.1 Make use of clinical experience, theoretical & methodological insights, and assessment tools	3.3.1.	4	7.73	8.24	8.08	0.24	High
3.3.2 Conceptualize the patient/client's needs	3.3.2.	4	8.18	8.33	8.25	0.07	High
3.3.3 Make decisions based on assessment	3.3.3.	7	8.08	8.41	8.23	0.13	High
3.3.4 Conclude the assessment	3.3.4.	3	7.63	8.26	7.96	0.32	High

Domain 4: 'Contracting' (Developing Goals, Plans & Strategies)

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
Domain 4: 'Contracting' (Developing Goals, Plans & Strategies)	4.	48	6.39	8.39	7.58	.56	High
§4.1: 'Contract' with a Patient/Client	4.1.	32	7.05	8.39	7.81	0.43	High
4.1.1: Formulate the main issues	4.1.1.	6	7.64	8.24	7.96	0.24	High
4.1.2: Identify appropriate and achievable goals, plans & strategies	4.1.2.	5	8	8.31	8.15	0.13	High
4.1.3: Discuss the patient/client's motivation	4.1.3.	5	7.98	8.39	8.22	0.15	High
4.1.4: Decide upon the amount or extent of the psychotherapy	4.1.4.	4	7.31	7.62	7.48	0.17	High
4.1.5: Make a 'contract'	4.1.5.	3	8.14	8.24	8.18	0.05	High
4.1.6: Moderate the 'contract'	4.1.6.	4	7.1	7.85	7.43	0.32	High
4.1.7: Give opportunities for referral on	4.1.7.	5	7.05	7.38	7.21	0.13	High
§4.2: Plan the Psychotherapy	4.2.	16	6.39	8.1	7.13	0.52	High
4.2.1: Make use of evidence of effective practice	4.2.1.	3	6.725	7.825	7.24167	0.553022	
4.2.2: Draw on psychotherapeutic theory	4.2.2.	4	6.88	7.2	7.04	0.14	High
4.2.3: Decide on the psychotherapeutic approach or strategy	4.2.3.	6	6.39	7.17	6.74	0.31	Moderate
4.2.4: Moderate the plan or strategy	4.2.4.	3	7.78	8.1	7.91	0.17	High

Domain 5: Various Techniques & Interventions

		N(number of competencies)	Descriptive Statistics		Mean	Std. Deviation	Rank
			Minimum	Maximum			
Domain 5: Various Techniques & Interventions	5.	57	7.50	8.90	8.30	.322	High
§5.1: Utilise 'Standard' Techniques & Interventions	5.1.	35	7.73	8.51	8.23	0.21	High
5.1.1: Establish a Functional 'Working' Alliance	5.1.1.	15	7.73	8.51	8.23	0.2	High
5.1.2: Identify which techniques or interventions are appropriate	5.1.2.	5	7.76	8.29	8	0.26	High
5.1.3: Identify which modes of interaction are appropriate	5.1.3.	5	8.2	8.51	8.37	0.16	High
5.1.4: Monitor and manage the process of change	5.1.4.	4	8	8.37	8.2	0.16	High
5.1.5: Manage any difficulties	5.1.5.	6	8.27	8.38	8.33	0.05	High
§5.2: Manage the Emotional Content of the Sessions	5.2.	18	7.98	8.9	8.58	0.27	High
5.2.1: Facilitate the Processing of Emotions	5.2.1.	6	8.59	8.68	8.64	0.03	High
5.2.2: Maintain a Psychotherapeutic 'Presence'	5.2.2.	9	8.58	8.9	8.72	0.11	High
5.2.3: Handle Extreme Emotions	5.2.3.	3	7.98	8.07	8.02	0.05	High
§5.3: Utilise 'Other' Techniques & Interventions	5.3.	4	7.5	7.92	7.7	0.17	High
5.3.1: Use research-based techniques and interventions	5.3.1.	3	7.5	7.68	7.62	0.10	High
5.3.2: Ensure proper training & supervision in these	5.3.2.	1	7.92	7.92	7.92	.	High

Domain 6: Completion & Evaluation

		N(number of competencies)	Descriptive Statistics				Rank
			Minimum	Maximum	Mean	Std. Deviation	
Domain 6: Completion & Evaluation	6.	27	6.88	8.27	7.84	.32	High
§6.1: Work towards a Completion of the Psychotherapy	6.1.	14	7.76	8.27	7.95	0.16	High
6.1.1: Prepare for completion of the psychotherapy	6.1.1.	6	7.76	8.17	7.9	0.17	High
6.1.2: Explore feelings about endings	6.1.2.	3	8	8.27	8.11	0.14	High
6.1.3: Identify any possible risks or difficulties	6.1.3.	5	7.78	8.03	7.93	0.1	High
§6.2: Manage the Conclusion of the Psychotherapy	6.2.	7	7.59	8.17	7.96	0.22	High
6.2.1: Manage the conclusion	6.2.1.	2	8.07	8.17	8.12	0.07	High
6.2.2: Review the process	6.2.2.	3	8.03	8.1	8.06	0.04	High
6.2.3: Identify issues, thoughts and feelings	6.2.3.	2	7.59	7.72	7.65	0.09	High
§6.3: Record and Evaluate the Course of the Psychotherapy	6.3.	6	6.88	7.8	7.45	0.41	High
6.3.1: Record the process of the psychotherapy	6.3.1.	2	7.66	7.8	7.73	0.1	High
6.3.2: Evaluate the psychotherapy	6.3.2.	4	6.88	7.7	7.31	0.44	High

Domain 7: Collaboration with Other Professionals

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
Domain 7: Collaboration with Other Professionals	7.	29	6.68	7.7	7.24	0.28	High
§7.1: Collaborate with Other Professionals	7.1.	14	6.8	7.7	7.44	0.23	High
7.1.1: Become familiar with the work of other professionals	7.1.1.	4	7.35	7.7	7.54	0.16	High
7.1.2: Develop and sustain good working relationships with other professionals	7.1.2.	7	6.8	7.58	7.33	0.26	High
7.1.3: Communicate effectively with other professionals	7.1.3.	3	7.4	7.63	7.54	0.12	High
§7.2: Function as a Team Member	7.2.	15	6.68	7.25	7.06	0.18	High
7.2.1: Be part of a functioning team	7.2.1.	11	6.68	7.25	7.04	0.2	High
7.2.2: React to team member / colleagues' misbehaviour appropriately	7.2.2.	4	6.92	7.23	7.1	0.13	High

Domain 8: Use of Supervision, (Peer) Intervention and Critical Evaluation

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
§8.1: Undertake Routine Evaluation of Practice	8.1.	26	5.51	8.49	7.76	.8	High
8.1.1: Arrange Appropriate Supervision	8.1.1.	5	7.9	8.49	8.23	.28	High
§8.1.2: Engage in Supervision	8.1.2.	12	8.02	8.24	8.11	.08	High
8.1.3: Adapting the Supervision	8.1.3.	6	7.29	7.9	7.71	.22	High
8.1.4: Engage in Practice Audit	8.1.4.	3	5.51	5.88	5.71	.18	Moderate

Domain 9: Ethics & Cultural Sensitivities

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
Domain 9: Ethics & Cultural Sensitivities	9.	44	7	8.67	7.96	0.47	High
§9.1: Work within an ethical framework	9.1.	18	7.97	8.67	8.35	0.23	High
9.1.1: Knowledge of professional and ethical guidelines and codes of practice	9.1.1.	3	8.13	8.46	8.27	0.17	High
9.1.2: Apply professional and ethical guidelines	9.1.2.	8	8.18	8.67	8.53	0.18	High
9.1.3: Work with ethical difficulties	9.1.3.	7	7.97	8.44	8.18	0.15	High
§9.2: Work with social & cultural differences	9.2.	17	7.41	8.46	7.90	0.28	High
9.2.1: Awareness of cultural and social differences	9.2.1.	7	7.41	8.13	7.77	0.23	High
9.2.2: Apply knowledge of cultural and social differences	9.2.2.	4	8.13	8.46	8.26	0.15	High
9.2.3: Work with social and cultural difficulties	9.2.3.	6	7.49	8.08	7.83	0.21	High
§9.3: Social, cultural and political context of psychotherapy	9.3.	9	7	7.46	7.27	0.15	High
9.3.1: Awareness of the social, cultural and political context of psychotherapy	9.3.1.	3	7.08	7.26	7.19	0.1	High
9.3.2: Awareness of current trends in psychotherapy	9.3.2.	6	7	7.46	7.31	0.16	High

Domain 10: Management & Administration

			Descriptive Statistics				Rank
			Minimum	Maximum	Mean	Std. Deviation	
Domain 10: Management & Administration	10.	32	6.5	8.12	7.36	0.47	High
§10.1: Handle a professional practice	10.1.	17	7.45	8.12	7.71	0.18	High
10.1.1: Manage a full working case load	10.1.1.	6	7.45	8.12	7.76	0.25	High
10.1.2: Maintain appropriate support systems	10.1.2.	7	7.48	7.92	7.75	0.14	High
10.1.3: Undertake regular self-management	10.1.3.	4	7.53	7.63	7.57	0.05	High
§10.2: Manage a self-employed or small business	10.2.	9	6.68	7.45	7.2	0.24	High
10.2.1: Maintain good business practice, administration and accounting systems	10.2.1.	4	7.23	7.35	7.27	0.06	High
10.2.2: Apply appropriate regulations	10.2.2.	3	7.03	7.45	7.31	0.24	High
10.2.3: Ensure appropriate advertising	10.2.3.	2	6.68	7.08	6.88	0.28	Moderate
§10.3: Manage and administer employees in a small business	10.3.	6	6.5	6.82	6.61	0.12	Moderate
10.3.1: Awareness of employment law and regulations	10.3.1.	2	6.53	6.58	6.56	0.04	Moderate
10.3.2: Manage & administer employees properly	10.3.2.	4	6.5	6.82	6.64	0.14	Moderate

Domain 11: Research

			Descriptive Statistics				Rank
			Minimum	Maximum	Mean		Std. Deviation
Domain 11: Research	11.	18	5.16	7.32	6.48	.74	Moderate
§11.1: Be aware of psychotherapy research	11.1.	8	7	7.32	7.22	0.11	High
11.1.1: Awareness of psychotherapy research	11.1.1.	4	7.24	7.32	7.28	0.04	High
11.1.2: Make use of psychotherapy research	11.1.2.	4	7	7.26	7.16	0.12	High
§11.2: Engage in appropriate research	11.2.	10	5.16	6.45	5.89	0.38	Moderate
11.2.1: Take part in appropriate research	11.2.1.	3	6.11	6.45	6.23	0.19	Moderate
11.2.2: Plan appropriate research	11.2.2.	4	5.87	6.16	5.99	0.14	Moderate
	11.2.3.	3	5.16	5.71	5.43	0.28	Moderate

Domain 12: Prevention & Education

		N(number of competencies)	Descriptive Statistics			Std. Deviation	Rank
			Minimum	Maximum	Mean		
Domain 12: Prevention & Education	12.	29	6.51	8.08	7.52	.54	High
§12.1: Prevention & education with clients	12.1.	18	7.10	8.08	7.81	0.22	High
12.1.1: Awareness of repetitive / dysfunctional patterns in patient/client's history	12.1.1.	4	8	8.08	8.04	0.03	High
12.1.2: Education of patients/clients to avoid repetition	12.1.2.	9	7.1	7.9	7.69	0.24	High
12.1.3: Help to promote change in patient/client and/with their immediate family & social environment	12.1.3.	5	7.69	7.95	7.84	0.10	High
§12.2: Prevention & education with others	12.2.	11	6.51	7.85	7.03	0.57	High
12.2.1: Awareness of aetiology of mental health problems	12.2.1.	4	7.62	7.85	7.74	0.1	High
12.2.2: Promote psycho-social education	12.2.2.	4	6.59	6.82	6.68	0.1	Moderate
12.2.3: Actively engage in projects designed to reduce or prevent mental health problems	12.2.3.	3	6.51	6.59	6.56	0.04	Moderate

Domain 13: Management of Change, Crisis & Trauma Work

		N(number of competencies)	Descriptive Statistics		Mean	Std. Deviation	Rank
			Minimum	Maximum			
Domain 13: Management of Change, Crisis & Trauma Work	13.	23	7.22	8.49	8.07	.30	High
§13.1: Manage change	13.1.	10	8.05	8.49	8.26	0.15	High
13.1.1: Awareness of difficult moments	13.1.1.	5	8.05	8.24	8.16	0.09	High
13.1.2: Management of change process	13.1.2.	5	8.22	8.49	8.37	0.13	High
§13.2: Work with people in crisis	13.2.	8	8	8.2	8.10	0.06	High
13.2.1: Awareness of crisis intervention	13.2.1.	3	8.07	8.17	8.11	0.05	High
13.2.2: Working with people in crisis	13.2.2.	5	8	8.2	8.1	0.08	High
§13.3: Work with traumatised people	13.3.	5	7.22	8.05	7.65	0.35	High
13.3.1: Awareness of trauma work	13.3.1.	3	7.8	8.05	7.89	0.13	High
13.3.2: Work with people with trauma	13.3.2	2	7.22	7.34	7.28	0.09	High

Limitations

First of all, the results based on a relatively small sample size. From the 43 included participants many of them missed certain sections and questions, which reduced further the sample size in some cases.

There were design problems with the forms: sub section 1.1.6. was invalid because the rating scale was missing for a competency and also a forthcoming section title was copied into another competency in the same sub section.

There was an entire repetition of 9.2.3. sub section at 9.3.3., therefore this sub section was missed out. The sub section titles were incorrect at 9.2.1., and 9.3.1.

The participant chose their own ways of answering the questions in some cases, and therefore their answers became uninterpretable, and one participant even edited the questionnaire and added more competencies.

Conclusion

Overall, there was an overarching positivity towards most of the competencies: the great majority (86%) of the 123 valid sub-sections scored 'High' in rank. Relatively few competencies (17 or 13.8%) could be categorised as of 'Moderate' rank, and therefore somewhat less relevant, and none of them was rated as "Low" in rank or value.

Initial Observations on the Results

There was a surprisingly high concordance of the data set, despite its limitations and faults.

It is firstly interesting to note that the only Domain, as a whole, which scored "Moderate" was **Domain 11 – Research**, and in this Domain, one of the Sections, 11.2, "Engage in Appropriate research" had all its sub-sections scoring "Moderate".

When one considers the other Sections or sub-sections that scored "Moderate", several fall into similar 'groupings': §1.4.4: Incorporate research knowledge findings; §2.4.4: Record the outcome of the psychotherapy; §3.1.1 Make use of assessment tools; §8.1.4: Engage in Practice Audit; as well as §11.2.1: Take part in appropriate research; and §11.2.2: Plan appropriate research.

The other main grouping of "Moderate" scores was in **Domain 10: Management & Administration** and the Section §10.3: Manage and administer employees in a small business; and the sub-sections: §10.2.3: Ensure appropriate advertising; and 10.3.1: Awareness of employment law and regulations; 10.3.2: Manage & administer employees properly; all scored "Moderate".

The third smaller grouping of Moderate scores was in **Domain 12: Prevention & Education**, where the sub-sections: §12.2.2: Promote psycho-social education and §12.2.3: Actively engage in projects designed to reduce or prevent mental health problems; were scored as “Moderate”.

The only other sub-sections that scored “Moderate” were: §1.1.5: Liaise with other professionals; and §4.2.3: Decide on the psychotherapeutic approach or strategy

Textual Analysis

A textual analysis of all the Comments made by Participants on their PAS forms is also being performed. This is only being done for the sub-sections that scored “Moderate”.

Reference

The Professional Competencies of a European Psychotherapist (2012). European Association for Psychotherapy. Retrieved October 16, 2012, from the World Wide Web:

<http://www.psychotherapy-competency.eu/>