**CPRT Certification – Educational/Training Requirements**

**CPRT 101 & CPRT 102 Equivalency Review**

**Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidate Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Applicant received or plans to receive master’s degree in a licensure-eligible mental health field from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (university) on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date).**

**Education Equivalency Table** (The following curriculum components are required for CPRT certification)

|  |  |  |
| --- | --- | --- |
| **CPRT 101 - 12 hours** | **Equivalent** | **Still Need** |
| Definition of CPRT/Filial Therapy |  |  |
| Theoretical/Philosophical tenets of CPRT  |  |  |
| Rationale for CPRT  |  |  |
| Unique features of the CPRT model |  |  |
| Interpersonal Neurobiology Support for CPRT |  |  |
| Overview of CPRT/CCPT skills |  |  |
| Group leader skills |  |  |
| Didactic/teaching skills |  |  |
| Supervision skills |  |  |
| Strategies for balancing didactic and dynamic components of CPRT |  |  |
| Practice/Role play teaching CCPT Skills to Parents  |  |  |
| Structuring CPRT filial play sessions  |  |  |
| Selecting CPRT filial play session kit of toys  |  |  |
| Overview of research support |  |  |
|  |  |  |
| **CPRT 102 - 12 hours** | **Equivalent** | **Still Need** |
| Application of Session 1-10 Content and Process |  |  |
| Practice/Role Play Teaching CCPT Skills within the context of group CPRT |  |  |
| Practice/Role Play Supervising Parent-Child Play Sessions within the context of group CPRT |  |  |
| Strategies for maximizing treatment effectiveness |  |  |
| Strategies for working with families presenting with complex issues |  |  |
| Considerations for specific populations and presenting issues including cultural considerations |  |  |
| Screening Parents/Caregivers |  |  |
| Clinical Considerations for Involving Parents in CPRT |  |  |
| Overview of Modifications/Adaptations including Toddler, Preadolescent, and Teacher models |  |  |
| Research Findings/Dissemination/Advocacy |  |  |

**Justification Statement** (If applicant believes that they meet educational curriculum requirements outside of CPRT 101 or 102, place justification statement here. Ensure that evidentiary documents are attached)

**Educational requirements include reading the following textbooks. The CPRT certification exam will assess the applicant’s knowledge of these materials.**

Landreth, G. & Bratton, S. (2006). *Child Parent Relationship Therapy (CPRT): A 10-session Filial Therapy Model*. NY: Routledge.

Bratton, S, Landreth, G., Kellum, T., & Blackard, S. (2006*). Child Parent Relationship Therapy (CPRT) Treatment Manual.* NY: Routledge.

**UNT Graduates Only:**

Completed (please circle all that apply):

COUN 5000 Filial Therapy

COUN 5700 Intro to PT

COUN 5650 AdvSkillsInPT or COUN 6630 AdvPT

Based on completion of the above requirements, the candidate (please check the appropriate disposition)

1. Needs to register and complete CPRT 101 & 102
2. Needs to register and complete CPRT 102
3. Meets all requirements for CPRT 101 & 102

Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Name) on \_\_\_\_\_\_\_\_\_\_ (Date)

**Note: This review is valid for 5 years from date conducted. Applicant will need to re-apply for educational review if requirements are not met within the 5-year period.**