



# EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

## ORAL EXAMINATION TA PSYCHOTHERAPY SCORING SHEET

CANDIDATE \_\_\_\_\_

DATE \_\_\_\_\_

Each of the ten following areas is graded on a 5-point scale. Select the number rating which you believe best describes the candidate's performance.

- 1. Professional and Personal Identity. Ability to describe his/her own ideological beliefs and relate them to the philosophical assumptions of transactional analysis, including the implications of cultural, ethnic, social identities and the significance of this on the assessment, the contract, the work and the therapeutic relationship.**

5	4	3	2	1	1 _____
Awareness of own social and cultural identity and that of the client, and the possible implications of these on the therapeutic work, including the significance of differences. Clearly related to philosophical assumptions.		Some awareness of social, racial and cultural identity and differences in the therapeutic relationship, and the implications of these on the work. Some ability to articulate personal beliefs. Awareness of significance of TA's philosophy.		Little or no awareness of the significance of racial, cultural and social factors. No apparent belief system or awareness of significance of TA's philosophy.	
					2 _____
					3 _____
					4 _____
					_____

- 2. Establishment and maintenance of an I'm OK – You're OK relationship**

5	4	3	2	1	1 _____
Competent and effective relationship including understanding of ulterior processes (e.g. games and transactions as transference and counter-transference), and the complexity of the therapeutic relationship.		Evidence of an effective empathic connection with the client. Some understanding of relationship dynamics and the appropriate demonstration of protection, permission and potency.		Scant evidence of an empathic connection and little understanding of the complexity of the therapeutic relationship.	
					2 _____
					3 _____
					4 _____
					_____

- 3. Theory: Capacity to conceptualise psychotherapy in terms of transactional analysis theoretical concepts**

5	4	3	2	1	1 _____
Discussion of TA theory including different trends and approaches as well as recent developments		Knowledge of several major approaches in TA		scant knowledge - only one approach	
					2 _____
					3 _____
					4 _____
					_____

- 4. Integration into transactional analysis practice: Capacity to discuss a range of treatment options and support the chosen strategy.**

5	4	3	2	1	1 _____
Flexible, in depth, discussion of practice in relation to theory		Discussion of practice in relation to theory, some reference to different options.		Little ability to relate practice to theory	
					2 _____
					3 _____
					4 _____
					_____

- 5. Clarity of client assessment**

5	4	3	2	1	1 _____
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Assesses situations and issues accurately	Perceives problems but is unclear as to their significance	Lack of awareness of major issues	2 _____
			3 _____
			4 _____
			_____

**6. Contracts and Treatment Direction**

5	4	3	2	1	
Appropriate shared focus/treatment contract clearly related to treatment direction, interventions and the implications of the therapeutic context (setting, duration, frequency, legal obligations).	Appropriate shared focus or treatment contract somewhat related to treatment direction or interventions; OR evidence of therapeutic movement but not directly related to a contract. Some awareness of the implications of the therapeutic context.	No clear goal or treatment contract. Interventions indicate little or no treatment direction. Little awareness of the significance of the therapeutic context.			1 _____
					2 _____
					3 _____
					4 _____
					_____

**7 Effectiveness: Can the candidate demonstrate creativity and effectiveness and discuss interventions within the context of the relationship, the contract and the stage of treatment. Does the candidate monitor the effect of his/her interventions on the clients and respond to this?**

5	4	3	2	1	
Most interventions accomplish what they are designed to achieve. Therapist monitors the effect of his/her interventions and responds appropriately. Evidence of creativity and suitability to setting etc.	Interventions are moderately effective. Therapist somewhat attuned to the client's response. Interventions adequate for setting, context etc.	Interventions are counter-productive or ineffective. Therapist is ill attuned to the client's response.			1 _____
					2 _____
					3 _____
					4 _____
					_____

**8 Professionalism**

5	4	3	2	1	
Is aware of privileges and limitations of training and clearly relates to ethical principles	Limited awareness of privileges and limitations of training, but generally relates to ethical principles.	Serious question about awareness of limitations and/or ethical principles.			1 _____
					2 _____
					3 _____
					4 _____
					_____

**9. Capacity for self-reflection**

5	4	3	2	1	
High awareness and understanding of own process and its impact on therapeutic intervention.	Some awareness and understanding of own process and its impact on therapeutic intervention.	Little awareness and understanding of own process and its impact on therapeutic intervention.			1 _____
					2 _____
					3 _____
					4 _____
					_____

**10. Overall rating: Demonstration of an understanding and practice of the therapeutic relationship using TA concepts.**

5	4	3	2	1	
Ethical effective TA theory-based practice suitable to the context.	Some competence in theory and practice	Low competence using TA			1 _____
					2 _____
					3 _____
					4 _____
					_____

Points are to be used as a guide and the judgment of the examiners is the final decision. However, deferment is automatic: 1) if a candidate receives a rating of '1' from all of the examiners in any one category, or 2) if the total score is less than 25.

TOTALS  
1 \_\_\_\_\_

If two examiners vote to defer, the candidate is deferred (no process facilitator is called). 2 \_\_\_\_\_

A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedures. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator. 3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote. 6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

**Candidates name**

**Examiners name**

**Certify**

**Defer**

1.	[ ]	[ ]	<b>Combined Total</b> _____
2.	[ ]	[ ]	
3.	[ ]	[ ]	<b>Average Total</b> _____
4.	[ ]	[ ]	<b>(Combined total divided by 4)</b>