



**EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS
ORAL EXAMINATION TA COUNSELLING SCORING SHEET**

CANDIDATE _____

DATE _____

Each of the following descriptions is graded on a five point scale. Select the number rating which you believe best describes the candidate's performance.

1 Professional Identity and Ethics

Ability to describe his/her own value system and beliefs and relate them to the philosophical assumptions and to the ethical principles of transactional analysis, including the implications of personal, social, ethnic and cultural identities.

5	4	3	2	1	1 _____
Articulates a coherent professional vision as a competent practising counsellor. Clearly relates to ethical principles. Has awareness of own social, ethnic cultural identity and that of the client and its possible implication in the counselling process.		Demonstrates a professional vision of counselling. Relates to ethical principles of transactional analysis. Has some awareness of social, ethnic and cultural identities and its possible implication in the counselling process.	Presents little or no professional vision of counselling. Has limited awareness of ethical principles of transactional analysis and significance of social, ethnic, and cultural factors.		2 _____ 3 _____ 4 _____ =====

Relationship

Capacity to establish and maintain an I'm OK – You're OK relationship during the counselling process, including understanding of the psychological process

2 between counsellor and client. Demonstration of protection, permission, potency.

5	4	3	2	1	1 _____
High level of competent and effective counselling relationship. Understanding of psychological process, demonstration of appropriate protection, permission and potency.		Evidence of an effective counselling relationship. Some understanding of the psychological process, some demonstration of appropriate protection, permission and potency.	Scant evidence of a I'm OK you're OK contact and little understanding of the the complexity of the counselling relationship.		2 _____ 3 _____ 4 _____ =====

Theory

Capacity to conceptualise and discuss counselling in terms of different transactional analysis theoretical concepts/models.

5	4	3	2	1	1 _____
Demonstrates understanding and application of a wide range of transactional analysis theory including different trends and approaches as well as recent developments. Can select appropriate concepts/models for context and discuss their use.		Knowledge of several major approaches in transactional analysis theory; some ability to select concepts/models and apply appropriately.	Limited range of concepts and approaches used; little evidence of considered application.		2 _____ 3 _____ 4 _____ =====

4	Options					
	Integrating theory into practice. Capacity to create and discuss a range of creative options in Transactional Analysis counselling practice and support the chosen strategy.					
5	4	3	2	1	1 _____	
Flexible, in depth discussion of creative options of counselling practice in relation to theory that promote problem management and personal development.	Discussion of different options of counselling practice in relation to problem management and personal development	Little ability to discuss different options in counselling practice.			2 _____	
					3 _____	
					4 _____	
					=====	
5	Assessment					
	Clarity about accurate assessment of the counselling situation, based on the context, needs and goals of the client and clients system, the legal obligations and the strengths and limitations of transactional analysis counselling.					
5	4	3	2	1	1 _____	
Assesses the specific counselling situations realistically and issues accurately. Is aware of possibilities and limitations of counselling.	Assesses most of the specific counselling situations realistically and issues accurately. Limited awareness of possibilities and limitations of counselling.	Lack of awareness of major issues. Little or no awareness of possibilities and limitations of counselling.			2 _____	
					3 _____	
					4 _____	
					=====	
6	Contracts and Direction					
	Ability to work with counselling contracts in different settings with individuals and/or groups relating to the counselling planning and evaluation.					
5	4	3	2	1	1 _____	
Makes an appropriate shared and counselling contract clearly related to effective counselling planning interventions and to the evaluation of the counselling counselling process.	Makes an appropriate shared business and counselling contract, but not related enough to effective counselling planning and interventions and to the evaluation of the process.	No clear goal or counselling business contract. Interventions indicate little or no counselling direction. No evaluation of the and counselling process.			2 _____	
					3 _____	
					4 _____	
					=====	
7	Interventions and Effectiveness					
	Candidate demonstrates creativity and effectiveness in her/his interventions within the context of the relationship, the contract and the stage of the counselling process.					
5	4	3	2	1	1 _____	
Most interventions accomplish what they are designed to achieve. Counsellor monitors the effect of his/her interventions and responds appropriately.	Interventions are moderately effective. Counsellor somewhat attuned to the client's response.	Interventions are counter productive or ineffective. Counsellor is ill attuned to the client's response.			2 _____	
					3 _____	
					4 _____	
					=====	

8 Resources

Focussing on resources: client’s strength and resources, consideration of resources in the community and those of other professionals.

5	4	3	2	1	1 _____
Has ability to utilize and build on client’s strengths and existing resources in the client and client system. Has working knowledge of other resources for client’s support or referral when necessary.	Some awareness of client’s strengths and existing resources in the client and client system. Limited working knowledge of other resources for client’s support or referral when necessary.	Inadequate awareness of client’s strengths and resources. Ignores other necessary resources.			2 _____
					3 _____
					4 _____
					=====

9 Self-reflection

Capacity for self-reflection of own process in the counselling work.

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

Overall rating

10 Demonstration of basic and counselling core competencies as a transactional analysis counsellor.

5	4	3	2	1	1 _____
Demonstrates high level of self-social-, technical- and specific counselling competencies using transactional analysis.	Moderate level of basic and specific counselling competencies using transactional analysis.	Low competencies using , transactional analysis.			2 _____
					3 _____
					4 _____
					=====

Points are to be used as a guide and the judgment of the examiners is the final decision. TOTALS

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 points for the examination.

If two examiners vote to defer, the candidate is deferred (no process facilitator is called). 1 _____

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. 2 _____

This point is to be announced by the board chairperson, who will ask the board 3 _____

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. 4 _____

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If 5 _____

no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor 6 _____

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. 7 _____

8 _____

9 _____

10 _____

Candidates Name

Examiners name:	Certify	Defer	
1.	[] []	[] []	Combined Total _____
2.	[] []	[] []	
3.	[] []	[] []	Average Total _____
4.	[] []	[] []	(Combined total divided by 4)