



**ORAL EXAMINATION CTA COUNSELLING SCORING SHEET
FORM 12.7.9.**

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 TA, including the implications of personal, social, ethnic and cultural identities.

5	4	3	2	1	
Articulates a coherent professional vision as a competent practising counsellor. Clearly relates to ethical principles. Has awareness of own social, ethnic and 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 TA. 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 TA and significance of social, ethnic and cultural factors.	1 _____
					2 _____
					3 _____
					4 _____

2. Relationship: Capacity to establish and maintain an I'm OK – You're OK relationship during the counselling process, including understanding of the psychological process between counsellor and client. Demonstration of protection, permission, potency.

5	4	3	2	1	
High level of competent and effective counselling relationship. Understanding of the 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 an I'm OK-you're OK contact and little understanding of the complexity of the counselling relationship.	1 _____
					2 _____
					3 _____
					4 _____

3. Theory: Capacity to conceptualize and discuss counselling in terms of different TA theoretical concepts/models.

5	4	3	2	1	
Demonstrates understanding and application of a wide range of TA 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 TA theory; some ability to select concepts/models and apply appropriately.		Limited range of concepts and approaches used; little evidence of considered application.	1 _____
					2 _____
					3 _____
					4 _____

4. Options: Integrating theory into practice. Capacity to create and discuss a range of creative options in TA counselling practice and support the chosen strategy.

5	4	3	2	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.	1 _____
					2 _____
					3 _____
					4 _____

5. Assessment: Clarity about accurate assessment of the counselling situation, based on the context, needs and goals of the client and client system, the legal obligations and the strengths and limitations of TA counselling.

5	4	3	2	1	
Assesses the specific counselling situations and issues realistically and accurately. Is aware of possibilities and limitations of counselling.		Assesses most of the specific counselling situations and issues realistically and 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.	1 _____ 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	
Makes an appropriate shared business and counselling contract clearly related to effective counselling planning and interventions and to the evaluation of the 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 counselling process.		No clear goal or counselling contract. Interventions indicate little or no counselling direction. No evaluation of the counselling process.	1 _____ 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	
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 counterproductive or ineffective. Counsellor is ill attuned to the client's response.	1 _____ 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	
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.	1 _____ 2 _____ 3 _____ 4 _____

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

5	4	3	2	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.	1 _____ 2 _____ 3 _____ 4 _____

10. Overall rating: Demonstration of basic and counselling core competencies as a TA counsellor.

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

Points are to be used as a guide and the judgment of examiners is the final decision. However, deferment is automatic if a candidate receives a rating of '1' from all of the examiners in any category. If three or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred.

A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. 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.

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 discharge the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.

EXAMINER'S NAME	CERTIFY	DEFER
1. _____	()	()
2. _____	()	()
3. _____	()	()
4. _____	()	()

SHORT COMMENTS: