



American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy

1629 K Street NW, Suite 300 - Washington, DC 20006 - abe@psychodramacertification.org - www.psychodramacertification.org

TEP ON-SITE EVALUATION FORM

Name of Candidate _____

Name of Evaluator _____

Observation Site _____ Date _____

Description of Participants _____

Number Attending _____

Content or Purpose of Group _____

Title of Workshop _____

The TEP On-Site Examination Evaluation is divided into six sections: Warm-Up, Action, Closure, Processing, Overall Performance, and Documents to Bring to the On-Site Exam. For each section, put an X in the appropriate box (Pass, Borderline, Fail and, where applicable, N/A) for each criterion. Type or write your comments in the space below the checkboxes.

If your recommendation is PASS then the description of the strengths must be greater than the description of weaknesses.

I recommend a **PASS** for this TEP candidate for the on-site observation exam

I recommend a **FAIL** for this TEP candidate for the on-site observation exam

Examiner's Signature _____

Date _____

Warm-Up

Put an X in the appropriate box for each criterion.

| | N/A* | PASS | FAIL |
|--|------|------|------|
| Addresses issues of confidentiality & safety | | | |
| Clearly states realistic training goals | | | |
| States parameters of training session vs. therapeutic session | | | |
| Presents subject matter in organized, coherent fashion | | | |
| Demonstrates knowledge of subject matter | | | |
| Promotes member-to-member interaction | | | |
| Attempts to involve everyone in the training process | | | |
| Uses action warm-up effectively to facilitate the training goals | | | |
| Connects Sociometric theory to the warm-up process | | | |
| Introduces importance of attending to group dynamics | | | |
| Facilitates smooth transition from didactic to action | | | |

Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, for the candidate during the warm-up section of the on-site.

Action

Put an X in the appropriate box for each criterion.

| | N/A* | PASS | FAIL |
|---|------|------|------|
| Designs action commensurate with training goals | | | |
| Uses a variety of psychodramatic techniques to guide the training | | | |
| Models role flexibility as Trainer/Director | | | |
| Facilitates adequate closure of action commensurate with training goals | | | |
| <p>Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, for the candidate during the action section of the on-site.</p> | | | |

Closure

Put an X in the appropriate box for each criterion.

| | N/A* | PASS | FAIL |
|--|------|------|------|
| Teaches the importance of reserving sufficient time for sharing | | | |
| Teaches the integration of group psychotherapy into the sharing portion of the session if applicable | | | |
| Models a method of sharing that suits the training goals | | | |
| <p>Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, for the candidate during the closure section of the on-site.</p> | | | |

Processing

Put an X in the appropriate box for each criterion.

| | N/A* | PASS | FAIL |
|--|------|------|------|
| Processes methods used throughout the session | | | |
| Refers back to training goals introduced during the warm-up | | | |
| Able to identify and teach the ways in which the three phases of the session reflect and promote the group process | | | |
| Provides adequate summary of training goals | | | |
| Utilizes psychodramatic theory in evaluating process and effectiveness of session | | | |

Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, for the candidate during processing of the on-site.

Overall Performance

Put an X in the appropriate box for each criterion.

| | N/A* | PASS | FAIL |
|---|------|------|------|
| Adjusts the training plan to accommodate the needs of the group | | | |
| Demonstrates a clear understanding of the distinction between training and therapy | | | |
| Accurately evaluates and respects levels of expertise in the training group | | | |
| Uses the trainees' Sociometric networks in the group | | | |
| Facilitates trainees' experimentation with new roles | | | |
| Challenging roles from group members, if any, were addressed and integrated into the training process | | | |
| Establishes atmosphere of trust | | | |
| Achieves stated training goals | | | |
| Provides feedback in a such a way that it can be accepted | | | |
| Uses group members as training agents for each other | | | |
| Demonstrates creativity and spontaneity in the role of trainer | | | |

Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, on the candidate's overall performance during the on-site.

Documents To Bring to the On-Site Exam

Put an X in the appropriate box for each criterion.

| | PASS | FAIL |
|---|------|------|
| Candidate provided an informed consent form to participants | | |
| Candidate provided goals and training objectives to participants | | |
| Candidate provided a reference list, bibliography and/or other resources to the participants. | | |

Comments: Type your comments here, or print or write legibly. Include strengths and weaknesses, if any, for the candidate regarding documents to bring to the on-site exam.