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8 THE CTA WRITTEN EXAMINATION

8.1 Introduction and overview

8.1.1 Overview of the written examination

The written examination, which used to be called the case study, consists of four sections:

A. Self-portrayal of the candidate and their work as a transactional analyst.
B. A report on the learning experience and personal development gained during TA training.
C. The client case or project study.
D. Theory and literature. The candidate is required to answer six questions on TA theory and practice.

8.1.2 Purpose of the written examination

The purpose of the written examination is to demonstrate that the candidate has integrated the core competencies of his chosen field of application and how they work effectively and ethically as a theoretically based transactional analyst.

8.1.3 Scoring for each section and final evaluation

Parts A, B, C and D of the written examination should be answered. The sections are weighted as follows: A = 20%; B = 10%; C = 35% and D = 35%. An overall percentage score of 100% would indicate a faultless pass. The written examination will be deferred if the total score is less than 65% or if it does not meet the requirements set out in subsection 8.6.2.

8.1.4 Field of specialization

The written examination must be within the candidate's declared field of specialization. The written examination marker will decide if this is the case. If the marker is unsure of this, they will refer the written examination back to the IBOC regional examination coordinator for a decision. In case of dispute, the chair of IBOC will make the final decision.

8.1.5 Language and translation

The written examination can be written in any language for which there are examiners available. There is no requirement to translate it for the oral examination. (For requirements with regard to translation of documents for the oral examination, see Section 9.8.2.)

8.1.6 Anonymity

The written examination should be anonymous. There should be no indication in the text that might allow the candidate, supervisors or trainers to be identified. This requirement is to protect the candidate. If the candidate explicitly identifies their training institute or trainer in their written exam, the examination will automatically be returned to the candidate. The identity of a psychotherapy or counselling case study client must be disguised. In other fields, anonymity will be preserved wherever possible.

8.1.7 Total length

English-language written examinations have a maximum word limit of 24,000. A word count should appear on the final page of the document. Diagrams and the bibliography may be included in the written examination *in addition* to the word limit. In special cases IBOC may give permission also for an appendix to be included, but such an appendix may be only, for example, in clarification of a work context or project. It must not contain information that would normally be included in the examination itself and would form part

of the formal evaluation.

A case study may be written on a group, as long as at least one member is described.

8.1.8 Presentation

The written examination should be professionally presented, i.e.,

- word-processed, preferably as a PDF file,
- on A4 or (US) letter page size,
- each page with 2.54 cm or one inch margins,
- all pages numbered consecutively throughout the entire document,
- add a Table of Contents at the beginning of the document,
- choose a layout that ensures good legibility,
- bibliography and any transcripts may be single-spaced,
- presentation of the bibliography strictly following the TAJ format,
- referencing and quotations within the text giving the relevant page number(s) within the publication.

Note that if the submission does not follow these requirements, it will be returned to the candidate for correction.

8.2 Counselling written examination

8.2.1 Section A: Professional self-portrayal

This part of the written examination carries 20% of the total marks.

The candidate describes the context of their working style and their identity as a transactional analyst counsellor in their field of application, covering the following points:

- Your profession, the context of your work (organizational structure, client population, client system, etc.) and your identity as a transactional analyst using TA in the counselling field of application.
- This should include the kind of issues, presenting problems and resources, which make up the context of your practice and how this influences the work as a transactional analyst. Comment on ethical matters regarding TA applications in your profession.

8.2.2 Section B: Candidate's learning experience and personal development during TA training

This part of the written examination carries 10% of the total marks.

- Describe your development during TA training and your reasons for choosing TA.
- Reflect on important learning experiences, which are significant for the development of your identity as a TA counsellor.
- State your position on ethical, professional and legal aspects, which are important for your work.

8.2.3 Section C: Project/case study

This part of the written examination carries 35% of the total marks.

Refer to the core competencies (see Section 5) on which your project/case study will be assessed, and include evidence of them in your project/case study. Make sure that the presentation is coherent and has a clear structure.

- The project/case study is to be taken from the candidate's chosen field of

application; it should be typical for their professional practice in this field.

- The project/case study is to show the counselling core competences in practical application and theoretical background.
- The description of the process should clearly demonstrate your roles/professional identity in TA counselling.
- Section C can be a:
  - *Project study* from the transactional analyst's area of professional work. It has to be a longitudinal or cross-section study, including planning, implementation and evaluation, e.g., pastoral care in a hospital, parent counselling with individuals and groups in a social institution, management coaching in a company, etc.
  - *Case study*, showing the counselling process of a specific client or client system covering a specific period of time.

Some practical hints:

- Conceptualize how and why you are effective and with which interventions you stimulate the problem-solving or change in client/client system.
- Include only relevant data; what is necessary to understand the specific professional competencies you want to show in your written examination.
- Indicate the project/case study time schedule.
- Mention the authors of the concepts you refer to; give full references and bibliography.

The points below are a suggested structure for your project/case study (for guidance only).

(1) Abstract

Very short summary of project/case study

(2) Context

Description of the counselling context: client, general conditions, organizational and institutional background, any recommendation, order, relevant aspects of the system, hierarchical aspects, etc.

(3) Analysis of situation (assessment)

The presenting problem and strengths of client/client system and your definition of the problem, strengths and resources of the client/client system, first hypotheses, intuitions, inner reflection on your own strengths and limits as TA counsellor, collection of additional data, analysis, verifying of the first hypothesis.

(4) Establishing counselling relationship and contract/s

The process of creating a trusting counselling relationship, its philosophical and theoretical basis, process, theory and the candidate's own thinking about contracting.

(5) Design of the counselling treatment plan or planning strategy

Considerations, methods and strategies, derived from points 2 to 4 to design the counselling interventions. Identification of long- and short-term goals. Discussion of the considerations, methods and strategies by using TA. Other concepts and methods may also be included. Comment on basic ideas and values of importance for the designed counselling process.

(6) Counselling process report

Description of the co-creative process of counselling by using relevant TA concepts: significant steps of realization of the designed counselling process, different stages, specific examples of effective measures and interventions, management of ineffective phases, changes in planning, contracting and realization, preventions, resource oriented

solutions, personal development and the management of crisis.

(7) Evaluation and prognosis
Quality assurance: criteria to measure change, process evaluation and completion of contracts. Prognosis: present state of counselling process, possible future aspects, and further steps to desirable development. How do you evaluate the changes due to your intervention?

(8) Concluding remarks
Reflections on own personal and professional learning experiences, while working on this project or case.

(9) Bibliography

8.2.4 Section D: How candidate deals with theory and literature

This part of the written examination carries 35% of the total marks.

The candidate should demonstrate in this section:

- knowledge of TA theories
- capacity to conceptualize the practice of counselling in terms of TA
- how to use theory to guide their work

To do so, the candidate has to answer six of the following questions. They may do so in a separate part of the written examination or may integrate the theory into the project/case study (Section C of the written exam).

Candidates are invited to consider the following guidance guidelines in answering questions:

1. Theoretical presentation in this section should be consistent with the concepts and methods used in the Section C, project/case study, or Section A, the professional work. There should also be consistency between the candidate's answers to different questions, thereby illustrating a coherent theoretical approach. This coherence can be achieved by:
   a) integrating theory into the text by making digressions,
   b) developing theory separately, as a separate section, making links to the case/project study and/or their professional work.

   If the candidate chooses (a), they are to briefly describe in a separate paragraph how and where in the text six of the questions mentioned below were dealt with.
2. Theoretical presentation means a description and explanation of concepts, including giving examples to illustrate the application of the concept, i.e., what does this general concept express and why is it useful in terms of understanding and practice.
3. Candidate should give their reasons for choosing/preferring the concepts they write about.
4. All concepts should be defined clearly, and the source for the definition acknowledged.
5. Answers should begin with a very brief introduction to summarize what is to be covered.

The Questions

1. Describe your personal style of TA counselling, referring to the major approaches and those concepts you emphasize.
2. Describe an aspect of recent developments (approximately the last 10-15 years) in TA theory and how it has influenced your thinking and practice.

3. What do you see as the main aims of counselling in your professional practice? What TA concepts do you use to facilitate this?
4. Describe the benefits of formulating an overall plan of the counselling process. What do you take into account when you are planning interventions?
5. What TA concepts do you use to analyze the counselling context? How does this influence the way you work with different types of clients/client systems?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well-being or 'cure'.
7. Describe how you understand the counselling relationship. Show how this relates to TA concepts, and how it influences the way you work.
8. What model or concepts do you use to understand intrapsychic process, and how does this influence the way you work?
9. What model or concepts do you use to understand interpersonal relationships and communication, and how does this influence the way you work?
10. How do you use contracting to enhance the counselling process?
11. What concepts do you use to work with couples, families, groups or teams with special requests and needs? How do these concepts influence the way you work?
12. Choose a topic or issue in counselling you would like to deal with theoretically using TA concepts, and show how these concepts influence your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for TA theory and/or practice.

8.3 Education written examination

8.3.1 Section A: Professional self-portrayal

The answers to the following questions should be as concise as possible

a) In what educational context(s) do you work and what are your professional qualifications as an educator?
b) Describe the setting(s) of your work and your job description(s). Include details of the staffing structure and how you relate to your colleagues within the organizational framework. Describe the individuals and/or groups with whom you work, indicating their particular characteristics and educational needs.
c) In what way(s) do you include TA in these context(s) educationally?
d) Comment on professional, ethical and legal matters relevant to your educational TA application(s) in the above context(s).

8.3.2 Section B: Report and reflect on learning experiences gained during training.

Answers should include the following aspects and should be as concise as possible.

a) Describe the importance of TA in your personal development and how it has influenced you professionally.
b) When and why did you choose to undertake TA training, and with what purpose in mind?
c) How has this affected your career pathway, if at all?
d) What challenging experiences have you had while learning/using TA?
e) How have these experiences influenced the development of your professional identity as an educator and a TA practitioner?

8.3.3 Section C: The case/project study

Choose your case/project study to demonstrate

- the main focus of your educational practice;
- your identity as an educational TA practitioner;
- your fulfillment of the educational competencies (see Section 5.3.2 in this handbook).

The work described in the case study should show the development of a project from first contact, through the contracting process, planning and implementation to completion and evaluation. Throughout your overall analysis and ongoing analytical reflection should be apparent to the reader. Show the impact of your involvement including

- your role with respect to all parties to the contract;
- effectiveness of interventions;
- learning – for yourself as well as the participants;
- feedback and assessment of changes achieved.

Practical tips:

- All information should relate to the work described.
- Indicate the time schedule.
- Note that in the education field, where contracts are often multi-party, the term 'client' can refer to various participants in a contract, e.g., an educational institution, a pupil, a group of learners, etc., according to the context.

1. Abstract

A short summary/overview of the project.

2. Context

Describe the educational context or setting of the work – general data about the organization/institution/school/group, relevant background and history, social, cultural and demographic information, people involved in the work, numbers and roles.

3. Needs assessment

Present both the client's assessment and your own assessment of the needs in the situation. What were your initial proposals and ideas about possible interventions/input? This may refer to a 'problem' or to a need for learning/development or a desired change (in culture, or in working practice of the institution or group/part within it). Include reflection on your own values, resources and ideas, and how they 'fit' with those of the participants in the project.

4. Contract

Describe the contract, agreements, aims and goals of the work. Refer to TA concepts related to contracting, e.g., multi-party contracting, levels of contract.

5. Planning and design

What factors did you take into account in your planning and design? What methods and strategies did you propose to use and why? Which TA concepts informed your thinking and practical strategies? Describe both those you used as an internal analytic framework and those you planned to use overtly with the participants.

6. Implementation

What happened? Describe the process of the work including its stages, effective and less effective strategies and measures used, changes you made as the work progressed, how you used feedback from participants. Show your critical reflection throughout.

7. Evaluation
What criteria did you use to evaluate change and/or development? How far was the contract fulfilled? Include feedback from client organization where appropriate and from the full range of participants. Describe any possible future developments. How do you evaluate the changes due to your intervention?

8. Conclusion
Looking back, reflect on your own experience and learning throughout the project. What have you gained? And what are you taking forward? Discuss how your learning from this project will inform your work in future.

9. References and bibliography
Include a complete *reference* list of all concepts and authors cited in the text. You may also give separately a *bibliography* to indicate other reading and research that has informed your study and other theories and approaches in education that have influenced you.

8.3.4 Section D: Questions on theory and literature

Preliminary remarks: the purpose of this section is to demonstrate your theoretical understanding of TA concepts and models. You are required to answer six questions from the list provided below.

Theoretical presentation means providing a definition and description of a general concept leading to an analysis and explanation of its use, and showing connections, where appropriate, to other TA concepts. It is also expected that examples illustrating specific concepts will be provided to extend your explanation. The exemplar material should preferably be from Section C. Where necessary, additional illustrative material can be used and must be taken from within the educational field. All examples are to be set out briefly and concisely.

There are two ways in which you can present your responses to the six questions, all of which are designed to integrate coherently with the project study in Section C. The important point is to be clear at the outset of your study where and how the six theoretical questions will be answered.

Here are the two options:

1. The responses can be set out as a separate section at the end of the Section C in the form of an appendix.
2. The responses can be set out separately within Section C as an extended commentary on a specific theme.

A combination of these is possible, for example two responses provided as an extended commentary and four responses as an appendix. With regard to Option 2 it is important to alert the reader exactly where the response begins and ends in Section C.

Finally, it is important that there is coherence and consistency in your treatment of the theory questions, example material used and where appropriate, the Section C narrative.

The Questions

1. Describe your personal style of educational TA, referring to major approaches and the concepts you emphasize.

2. Describe an aspect of recent developments (approximately 10-15 years) in TA theory and how it as influenced your thinking and practice.
3. What do you see as the main aims of education in your professional practice? What TA concepts do you use to promote these?
4. Describe your overall plan for an educational project. What factors in the context might you take account of in this plan (e.g., resource, ethical issues)?
5. What TA concepts do you use to assess learning needs? How does this influence the way you work in different contexts with participants to the contract and with others involved?
6. What are the overall goals and values guiding you in your work? What relationship is there between these and ideas about cure in TA literature?
7. Describe how you understand the teaching/learning relationship? Show how this relates to TA concepts and how it influences the way you work.
8. What models or concepts do you use to understand intrapsychic processes and how does this influence the way you work?
9. What models or concepts do you use to understand interpersonal relationships and communication, and how does this influence the way you work?
10. How do you use contracting to enhance the educational (or teaching/learning) process?
11. What concepts do you use to work with individuals or groups with special (educational) needs? How do these concepts influence the way you work?
12. Choose a subject you would like to deal with theoretically. If the subject is not taken from TA, show the relationship to TA concepts and ways of intervening.

13 Describe a research project you are aware of or have been involved in. Discuss the implications for TA theory and/or practice.

8.4 Organizations Written Examination

8.4.1 Section A: Professional self-portrayal

The answers to the following questions should be as short as possible:

a) What is the exact designation of your profession and in what special field do you work?
b) Give a job description, including a description of the corresponding setting (e.g., where do you work, together with whom, and what is the organizational frame of reference?). Describe the population and the different diagnostic categories or other characteristic features of the clients you deal with.
c) What is the professional context of your TA application? What position does TA have in this context?
d) Comment on ethical, professional and legal matters regarding TA application in your profession.

8.4.2 Section B: Report on learning experiences gained during training

Answers should include the following aspects and should be as short as possible: Describe the importance of TA in your professional development. When and why did you choose TA and what influence did this decision have - if any - on your professional development? What challenging experiences have you had while using TA? How did these learning experiences influence you in finding your identity when working in your profession and your field of application respectively?

8.4.3 Section C: Case/project study

Preliminary remarks:

- The case/project study is to be taken from the candidate's main field of application. It should be typical of the field of application.
- A project is a transactional analyst's area of work for which he/she presents a longitudinal design regarding development, realization and testing. The project also is to show practical realization and theoretical background.
- This does not necessarily mean that an individual client, candidate or other person has to be described covering a certain period of time. Examples of possible projects can be: work as a management consultant on organizational interventions or related to human resource development activities (e.g., equal opportunities, team building).
- The various elements of the case/project study, mentioned below, do not necessarily have to be dealt with in the order shown here. Should the order be changed, it is important for the candidate to make sure that the presentation as a whole is coherent.
- Please include only relevant data.
- Indicate the project's time schedule.
- Within the framework of the description of the process, it is of paramount importance for you to clearly show your own role, i.e., the relationship between your interventions and changes in the client resulting from them.
- Mention the authors of the concepts you refer to; give references and bibliography.

1. *General statements and personal data of the client/clients*
   - Relevant data of the client (e.g., status, position regarding hierarchy, demographic data, etc.).
   - Also refer to the client's history and other background.
2. *Context of the order you received*
   - Describe the institutional and organizational background of your work.
   - Who gave the recommendation/order respectively?
   - What was your and the client's definition of the problem? Discuss both.
   - Comment on your own basic ideas and values, referring to their importance when in contact with the client/-system.
3. *Contract and/or other agreements*
   Describe the contracts and/or agreements with your clients and their origin. Take TA concepts with regard to contracts as a basis (e.g., administrative contract, work contract, three-sided contract).
4. *Planning*
   - Describe the considerations, methods and strategies you employed. How were they derived from the above (1. to 3.), and how did you define short- and long-term goals?
   - Which TA concepts and methods do you include in your considerations regarding your method and strategy, and why? If, within the framework of this project, you are referring to relevant concepts other than TA concepts, discuss these.
   - If there is a scheme, plan or diagram (from TA as well as from other approaches) to illustrate your considerations, it can be included in your essay.
5. *Realization*
   - Explain and discuss how you put your plan into practice. What measures and interventions have had a positive influence on the client/-system and made a further development / change possible? Give concrete examples.
   - Comment on your own basic ideas and values which might have been important while in contact with the client / clients.

- Summarize the process (e.g., different phases) and describe the corresponding changes (to illustrate this, you may use literal transcripts).
- When describing these processes, use appropriate TA concepts and pay attention to their coherence in connection with the ones used in the theoretical part (see below).
- To what extent has your plan been realized? Summarize significant steps and describe the criteria you use to determine positive changes / developments. How have short- and long- term goals been achieved and/or contracts been completed?
- Were there any incidents or did you come across any difficulties while dealing with the client/system that made you change the original strategy?

6 *Prognosis*
Describe the present state of the project and possible future aspects. Describe further steps to be taken in order to bring about a desirable development. How do you evaluate the changes due to your intervention?

7 *Concluding remarks*
Describe your own learning experience gained within the framework of this project. If you wish, you can include your personal experience while in contact with the client/system.

8.4.4 Section D: Questions on theory and literature

Preliminary remarks:

- In this section, focal points of concepts and models used in section C will be treated theoretically with the help of appropriate questions (as listed below). Of the questions listed, six must be answered.
- Theoretical presentation means that a general concept with its corresponding essential notions and the connections between these (definitions) are briefly presented and illustrated with the help of examples. Furthermore, the explanatory value of such a general concept is to be discussed with the help of examples (i.e., what idea does this general concept express, and why is it useful to have such an explanation?).
- The examples used for illustration should preferably be from the project study. However, they can, in connection with the answers to individual questions, also be taken from the field of application. The examples are to be set out briefly and concretely.
- The theoretical considerations are to be presented in a way that does not interfere with coherent presentation of the project study. This coherence can be achieved by:
  a) integrating theory into the text by making digressions;
  b) integrating theory into the text by making comments (footnotes);
  c) developing theory separately, adding it to the project study as an appendix.
- If the candidate chooses (a) or (b), he/she is to briefly describe in a separate paragraph, how and where in the text at least six of the questions listed below were dealt with. If the candidate chooses (c), reference is to be made to the corresponding part of the text. Of course, elements of (a), (b) and (c) can also be mixed. In this case, the candidate has to indicate how and where at least six of the questions mentioned below were dealt with. We want again to draw your attention to the fact that the theoretical presentation and the concepts and methods used in the project study must be coherent.

The Questions

1. Which concepts in transactional analysis literature do you use to describe an organization? In your answer pay attention to the core dynamics you observe in organizations as well as to organizational change. Elaborate on your selection.
2. Which concepts in transactional analysis literature do you use to describe interpersonal relationships and communication within organizations?
3. How do you reflect on communication in organizations as manifestations of organizational processes?
4. Describe how you reflect on the relationship between people working in organizations and other aspects of organizational life, such as customers, technical process, finance, and legal issues. How is transactional analysis useful for you in this regard?
5. Describe the phenomena of repetitive behaviour in organizations and your use of concepts in transactional analysis literature in understanding them. Include in your answer the way you use those concepts to produce change or growth.
6. Which TA and other concepts do you use to (a) assess the current situation and the short and long-term necessities, and (b) design the direction of change and evaluate the outcomes of an organizational development or change process?
7. Describe a research project that you are involved in or know about. Discuss the implications for transactional analysis theory and/or practice.
8. Describe concepts that you use to work with organizations from non-transactional analysis origin and how you relate them to concepts in transactional analysis literature.
9. Which concepts in transactional analysis literature and non-TA do you use to describe the phenomenon of organizational culture?
10. Which concepts from TA literature do you emphasise in your work? Describe these concepts and comment on your choice.
11. Which concepts do you work with regarding contracts or other agreements between the client, the Transactional Analyst and any other parties? How do you apply these concepts in your practice?
12. What are the principles, values and ethics guiding you in your work? What is the relationship between these and TA concepts about OK-ness and autonomy?
13. Which TA concepts do you use when assessing individuals or teams and how do you apply these in your work?

8.5 Psychotherapy written examination

8.5.1 Section A: Professional self-portrayal

This part of the written examination is worth 20% of the total marks.

1. What is your professional title?
2. Describe the place where you work or your work setting.
   - What is your job description?
   - Who are your colleagues?
   - What is your place within the organization?
   - Who are your patients or clients?

- Who refers them?
- What different categories of diagnoses do you work with?

3. Describe the main focus of your professional practice and what contribution TA makes to your work.

   Describe your legal status and say how far you fulfill conditions for work as a psychotherapist as they are laid down in your country's/state's laws and statutes. Comment on ethical matters regarding TA applications in your profession.

4. How do you protect yourself and your clients?
   - Describe the clients with whom you would refuse to work and say why.
   - What arrangements do you have for referral of these clients to other professionals?
   - If you are not a medical doctor, what consultation arrangements do you have to provide medical evidence and back-up?
   - What are the criteria by which you determine if such a medical consultation is necessary?

8.5.2 Section B: Your training and personal development

This part of the written examination is worth 10% of the total marks.

1. Describe the importance of TA in your professional development.
2. When and why did you choose TA and what influence did this decision have on your professional development from then on (e.g., did you change from the education field to the psychotherapy field?)
3. What challenging experiences have you had while using TA? How have they affected your personal development?
4. How have these learning experiences influenced you in finding your identity as a psychotherapist?

8.5.3 Section C: Client case study

This part of the written examination is worth 35% of the total marks.

You do not necessarily have to present the information on your client in the order given below, but it is important that you ensure that the case study as a whole is coherent.

- Provide information under each heading only if it is relevant; e.g., give information on developmental history only if this is important in your case study.
- In your description of the psychotherapy it is of paramount importance for you to clearly show your process and your role as a psychotherapist. The description should concentrate not only on the client in the course of psychotherapy but also on the relationship between you and your response to the client.
- Show clearly how your interventions and the client's process are related.
- Where you refer to a particular piece of TA theory, use a text note to reference the author or authors. References should be reflected accurately in your bibliography.

1. Relevant personal details of the client, including
   - age
   - gender
   - marital status
   - current family members
   - job status
   - social relationships

2. Context of referral
   a. referral agency
   b. reason for referral
3. Working process.
   a. Did you work with this client in a group or family, or in individual psychotherapy?
   b. Why did you choose this way of working?
   c. At what frequency did you work together?
   d. How long did this work continue, in terms of time and of the number of sessions?
4. At your initial meeting
   a. What problems did the client present to you?
   b. What was their mental and physical condition?
   c. What was their professional situation?
   d. What was your initial or assumed diagnosis?
5. Give historical information about your client in the following areas
   a. family
   b. development
   c. medical
   d. sexual relationships
   e. significant relationships
   f. education
   g. work and employment
6. What was the initial agreement or contract between you and the client?
7. Your diagnosis should
   a. give a diagnosis based on TA, analyzing the client's present situation using two or three TA concepts.
   b. give a diagnosis on the basis of a non-TA system that is familiar to you, for example from the latest edition of the *Diagnostic and Statistical Manual of Mental Disorders.*
   c. describe how you arrived at this diagnosis, and show how you made differential diagnoses to exclude other options.
8. Define the presenting problem, making a clear distinction between your understanding and your client's point of view.
9. What was the final treatment contract between you and your client?
10. Treatment plan
    a. Describe your overall treatment plan, referring to your diagnoses of the client
    b. What did you envisage to be the stages and final goal of your treatment?
11. The psychotherapy process: Summarize the psychotherapy process, describing its separate stages and using appropriate TA concepts to describe what is happening. Give examples of your interaction with the client, including literal transcripts, focusing in particular on your significant interventions and how the client responded.
    - Note any connections between your interaction and the problem you defined at the beginning.
    - State to what extent you consider the contract or contracts to have been completed and what criteria you used to assess this.
    - Describe difficulties you experienced with transference and countertransference phenomena in your relationship with the client.
    - Include a description of your use of supervision.

- With reference to your client, briefly discuss the concept of cure. Link your chosen interventions with your treatment plan and your ideas about cure. Describe to what extent your treatment plan has been realized? If you changed your treatment plan during the course of the psychotherapy, say why.

12. Prognosis
    a. Describe the present state of the treatment process and say whether you are still working with this client.
    b. How do you evaluate the changes for your patient?
    c. What is your prognosis?
13. Concluding remarks: Describe your learning experience during your work with this client.

Note: Ensure that there is consistency between the way you use and comment on TA theory, literature and the psychotherapeutic process in Sections C and D.

8.5.4 Section D: Questions on theory and literature

This part of the written examination is worth 35% of the total marks.

There are thirteen essay questions. Any six should be answered. It is an opportunity for you to demonstrate how you use your knowledge of TA theory and literature to guide your work and your capacity to conceptualize the practice of psychotherapy in terms of TA.

Guidelines

a. You may choose between
    - writing the six essays in Section D; and
    - integrating the six answers into the text of Section C by making digressions. (If this option is chosen, indicate clearly where the text of the six answers is located.)
b. Answers should begin with a very brief introduction to what is to be covered.
c. There should be consistency between your answers, thereby illustrating a consistent theoretical approach.
d. All concepts should be defined clearly, and the source for the definition acknowledged and referenced appropriately.
e. You should give your reasons for choosing the concepts you write about.
f. You should describe and explain these concepts providing reasons why you consider them useful in terms of understanding and practice using examples from your work with both the case study client and other clients.

The Questions

1. Describe your personal style of TA psychotherapy, referring to the major approaches and those concepts you emphasize.
2. Describe an aspect of recent developments (approximately the last 10-15 years) in TA theory and how it has influenced your thinking and practice.
3. What does psychotherapeutic change mean to you? What TA concepts do you use to facilitate this?
4. Discuss the benefits of formulating an overall treatment plan of the psychotherapeutic process. What do you take into account when you are planning stages?

5. What TA concepts do you use to diagnose or assess your clients, and how does this influence the way you work with different types of client presentation?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well-being or 'cure'.
7. Describe how you understand the psychotherapeutic relationship. Show how this relates to TA concepts, and how it influences the way you work.
8. What model or concepts do you use to understand intrapsychic processes, and how does this influence the way you work?
9. What model or concepts do you use to understand interpersonal relationships and communications, and how does this influence the way you work?
10. How do you use contracting to enhance the psychotherapeutic process?
11. What concepts do you use to work with couples, families, or groups and how do these concepts influence the way you work?
12. Choose a topic or issue in psychotherapy you would like to deal with theoretically using TA concepts, and show how this influences your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for TA theory and/or practice.

8.6 Marking the Written Examination

8.6.1 Guidelines for markers

The main function of this section is to give written examination markers consistent criteria for use in evaluation. The time frame for a marker to communicate their initial assessment of a pass or defer to the written examination coordinator is four weeks from receipt of the written examination. The candidate can expect to receive feedback within 90 days after submitting the examination. However, at times delays may be unavoidable.

Markers should bear in mind the following recommendations based on previous experience:

- The candidate have invested a lot of themselves in this written examination, which the marker should respect, no matter how the result will be viewed and judged. While framing comments, they should bear in mind the question: 'How would I feel if I were the candidate or the candidate's principal supervisor?' Comments should provide an important guide to the oral examination board about specific areas of strength and weakness in the candidate.
- The written examination evaluation should not include any diagnosis of the candidate. Evaluation is an educational not a psychotherapeutic process. The marker should avoid unqualified critical statements and unsubstantiated value judgments. Such words as 'insufficient' or 'adequate' do not carry enough information to give the candidate proper guidance to future progress. Remarks should specifically address the criteria of the scoring scale based on the core competencies.
- The written examination evaluation should include positive strokes. If there is something that is unsatisfactory or if information is missing, the comments should be specific about what is expected, so that the candidate may learn something useful. The marker should address the candidate directly, making the evaluation a respectful and

I'm OK – you're OK process, limit the feedback to three pages, make use of the numerical scoring scale and the accompanying guidelines provided by IBOC.

8.6.2 Rating and assessing the written examination

The scoring scale is in Section 12.7.7. A separate numerical scale is provided for each of the four sections up to the total percentage for that section. Section A is marked from 1 to 20; Section B is marked from 1 to 10; Sections C and D are marked from 1 to 35.

The wording gives an indication of criteria to consider when rating each section. The dotted line indicates the number of points needed for a pass mark for the section concerned. Any score recorded to the right of the dotted arrow indicates a performance of below passing standard in that section. The scoring scale is designed to assist in the process of balancing one section of the examination against another, and to help ensure reliability of standards between one marker and another.

After all four sections have been marked and recorded on that scale, an overall mark is computed by adding the four marks. The result represents the overall percentage mark for the examination as a whole. If the score is 65% or more, the written examination will normally be graded as a pass. However, the marker will also take the following into consideration when deciding to pass or defer:

- The candidate must have attempted all four sections.
- The four sections must be coherent one with another.

If any one of the criteria listed in the scoring scale is consistently of an unsatisfactory standard, this may give grounds for deferral.

Any examination marked without reference to the scoring scale will be returned by the examination coordinator for re-marking.

8.6.3 Evaluation

Evaluators should refer to the core competencies and the oral examination scoring sheet when considering the aspects on the rating scale (12.7.7)

8.6.4 Marking procedures

All CTA examination documentation is in Section 12.

1. Evaluation is initially carried out by the candidate's own principal supervisor, in the form of a general appraisal of the written examination.
2. If it is in their opinion of passing standard, the candidate should send it to the IBOC Office, together with the submission of the written examination form giving the candidate's contact details. They should enclose the principal supervisor's endorsement of CTA written examination form (see Section 12).
3. The IBOC Office will send the written examination together with the principal supervisor's endorsement form to the regional examination coordinator. Examination coordinators are appointed by IBOC to serve specific geographical areas. The examination coordinator will check that the manuscript satisfies the expected professional standard, in terms of word count, proper referencing, anonymity, page numbers, etc. (see 8.1.8). If the submitted documents do not satisfy the required standard or are incomplete, the candidate will be informed accordingly. If all requirements are met, the examination coordinator sends the written examination to a marker they have selected, together with the letter to the assessor (12.7.6), and the written examination

scoring scale (12.7.7). The examiner must be a PTSTA or TSTA in the candidate's field of specialization. When marking for the first time, a PTSTA is encouraged to get supervision on the process from a TSTA.

4. The examiner, using the scoring scale, marks the written examination. The evaluator writes this on identifying notepaper and signs it. The written examination evaluation will be returned to the examination coordinator.
5. If it is a pass, the examination coordinator sends the written examination evaluation to the candidate together with the official letter to be sent with assessment(s) of CTA written examination (12.7.8-a).
6. If the examiner informs the examination coordinator that they intend to defer the paper, the examination coordinator will instruct them not to write the written examination evaluation. The coordinator will automatically send the written examination to a second examiner together with the official letter to the assessor (12.7.6). The second examiner is not told that the first examiner has deferred the written examination.
7. The second examiner follows the following procedure: they inform the examination coordinator of their decision regarding the examination. At that stage, the examination coordinator informs the examiner that they are the second examiner and asks the two examiners to confer. If the second examiner also defers the examination, it is deferred. The two examiners agree on feedback together and both put their names to the written examination evaluation. The examination coordinator returns the written examination and the written examination evaluation to the candidate together with the official letter to be sent with assessment of CTA written examination (12.7.8-b).
8. If an examination is deferred by the first examiner and passed by the second, the examination coordinator will ask the two examiners in their discussions to come to a common decision, and to present a joint written examination evaluation. Both examiners should identify themselves on this document.
9. If they come to an agreement and produce a joint written examination evaluation, this and the written examination are sent to the candidate together with the official letter to be sent with assessment of CTA written examination.
10. If they cannot agree, the written examination goes to a third examiner together with the official letter to the evaluator of the CTA written examination. The decision of the third examiner is final.
11. The written examination is marked by the third examiner in consultation with the two previous examiners and returned with the written examination evaluation to the examination coordinator.
12. The examination coordinator sends the written examination evaluation and the completed rating scale, together with the official letter Form 12.7.8-a or 12.7.8-b, to the candidate, and notifies the IBOC Office that this has been done.
13. Where one regional examination coordinator assists another from a different region to find an examiner, all communication with the candidate and the IBOC Office will be taken care of by the first regional examination coordinator.
14. When a written examination is deferred, it may be re-written by the candidate and resubmitted. The examination coordinator will accept it for further marking only when the candidate's principal supervisor has re-read the examination and signified in writing that they consider the re-written version to be of passing standard.

8.7 Appeals

An appeals procedure is implicitly built into this examination assessment procedure. However, in exceptional circumstances, a candidate may want to appeal the outcome or process. In this case they may use the appeals procedure in Section 9.10.